

# University of Texas Bulletin

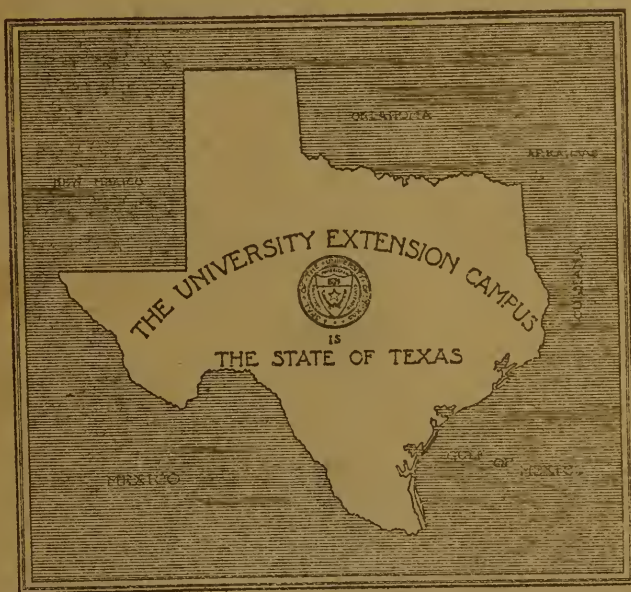
No. 1729: May 20, 1917

## BEGINNING AND DEVELOPING A RURAL SCHOOL

BY

AMANDA STOLTZFUS

Lecturer on Rural Education in the Division of School Interests,  
Department of Extension



The greatest need of rural America today is the properly trained teacher to take charge of the rural school and there prepare boys and girls for the duties and responsibilities of rural life today, and for the great social and economic readjustments that are coming tomorrow.

---

Published by the University six times a month and entered as  
second-class matter at the postoffice at  
AUSTIN, TEXAS

## Publications of the University of Texas

### Publications Committee:

|                  |                  |
|------------------|------------------|
| F. W. GRAFF      | R. H. GRIFFITH   |
| J. M. BRYANT     | J. L. HENDERSON  |
| D. B. CASTEEL    | I. P. HILDEBRAND |
| FREDERIC DUNCALF | E. J. MATHEWS    |

The University publishes bulletins six times a month, so numbered that the first two digits of the number show the year of issue, the last two the position in the yearly series. (For example, No. 1701 is the first bulletin of the year 1917.) These comprise the official publications of the University, publications on humanistic and scientific subjects, bulletins prepared by the Department of Extension and by the Bureau of Municipal Research and Reference, and other bulletins of general educational interest. With the exception of special numbers, any bulletin will be sent to a citizen of Texas free on request. All communications about University publications should be addressed to the Chairman of the Publications Committee, University of Texas, Austin.

# University of Texas Bulletin

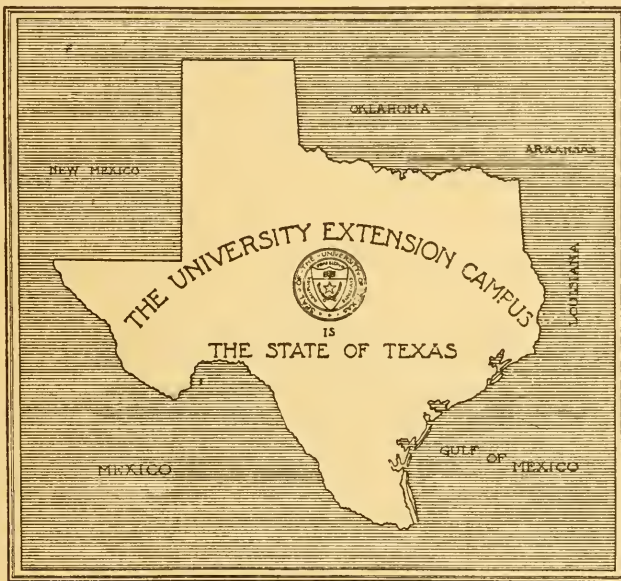
No. 1729: May 20, 1917

## BEGINNING AND DEVELOPING A RURAL SCHOOL

BY

AMANDA STOLTZFUS

Lecturer on Rural Education in the Division of School Interests,  
Department of Extension



The greatest need of rural America today is the properly trained teacher to take charge of the rural school and there prepare boys and girls for the duties and responsibilities of rural life today, and for the great social and economic readjustments that are coming tomorrow.

---

Published by the University six times a month and entered as  
second-class matter at the postoffice at  
AUSTIN, TEXAS

Copyright, 191<sup>9</sup>  
By Amanda Stoltzfus

LB1567  
.S65

The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.

Sam Houston

Cultivated mind is the guardian genius of democracy. . . . It is the only dictator that freemen acknowledge and the only security that freemen desire.

Mirabeau B. Lamar

©Cl.A492523

MAR 12 1918

## CONTENTS

|                                                                                    | Page |
|------------------------------------------------------------------------------------|------|
| Aim of this Bulletin.....                                                          | 7    |
| The Teacher's Creed.....                                                           | 5    |
| After a Teacher's Certificate, What Next?.....                                     | 8    |
| I. Preparation to Make Before Going to Your School                                 |      |
| Community .....                                                                    | 9    |
| I. Three Books to Study.....                                                       | 9    |
| II. Study Rural School Laws, and Problems of<br>School Hygiene and Sanitation..... | 10   |
| III. Plan a Daily Program, and Study State Course<br>of Study .....                | 11   |
| IV. Collect Material for Use in Making Lessons<br>Real and Interesting.....        | 12   |
| V. Prepare for Teaching Handwork.....                                              | 15   |
| VI. Learn Some Good Games, Plays, and Songs...                                     | 16   |
| II. Preparation to Make When You Arrive at Your                                    |      |
| School Community .....                                                             | 17   |
| I. Go Early to Your School Community.....                                          | 17   |
| II. Learn Something of the Needs and Conditions<br>of Your School Community.....   | 17   |
| III. Meet and Consult Trustees and Superintendent                                  | 17   |
| IV. How to Get Acquainted.....                                                     | 18   |
| V. Some Things to Look for in Finding a Home..                                     | 19   |
| VI. Help Organize Clean-up - and - Beautification<br>Day at the Schoolhouse.....   | 21   |
| VII. Make an Inventory of School Property.....                                     | 23   |
| VIII. Organize Mothers' Meeting or Parent-Teachers'<br>Association .....           | 24   |
| IX. Plan and Conduct the Preliminary Organiza-<br>tion of School.....              | 26   |
| X. The Teacher's Home During This Preliminary<br>School Work .....                 | 27   |
| XI. What to Do on the First Day of School.....                                     | 28   |

|                                                                                                            | Page |
|------------------------------------------------------------------------------------------------------------|------|
| III. Things to Do During the School Term.....                                                              | 34   |
| I. Vitalize Your School Work.....                                                                          | 34   |
| II. Give Pupils and Patrons a Vision of the Larger<br>Rural School.                                        |      |
| III. Organize and Supervise a Literary Society or<br>Social Center .....                                   | 36   |
| IV. Study Rural Health Problems.....                                                                       | 37   |
| V. Create an Interest in the School Library and<br>Reading Table .....                                     | 39   |
| VI. Encourage Boys' and Girls' Farm Clubs.....                                                             | 42   |
| VII. Do Some Work in Manual Training.....                                                                  | 42   |
| VIII. Teach Home Economics.....                                                                            | 43   |
| Appendix .....                                                                                             | 44   |
| I. Useful Recipes.....                                                                                     | 44   |
| II. A List of Books From Which to Supplement the<br>Teacher's Library .....                                | 46   |
| III. A List of Free and Inexpensive Material from which<br>the Teacher May Make Selections for His Library | 49   |
| IV. A List of Magazines from which to Select Publica-<br>tions for the Schoolhouse Reading Table.....      | 54   |
| IV. A List of Selected and Tried Entertainments.....                                                       | 57   |

“Teaching is that process by which one mind from a set purpose produces the life unfolding process in another.”—*Thompkins*.

## THE TEACHER'S CREED.

"I believe in boys and girls, the men and women of a great tomorrow; that whatsoever the boy soweth, the man shall reap. I believe in the curse of ignorance, in the efficacy of schools—in the dignity of teaching; and in the divine joy of serving another. I believe in wisdom as revealed in human lives, as well as in the pages of a printed book; in lessons taught, not so much by precept as by example; in ability to work with the hands as well as to think with the head; in everything that makes life large and lovely. I believe in beauty in the schoolroom, in the home, in daily life, and the out-of-doors. I believe in laughter, in love, and in all ideals and distant hopes that lure us on. I believe that every hour of every day we receive a just reward for all we are and all we do. I believe in the present and its opportunities, in the future and its promises, and in the divine joy of living. Amen."—*Edwin Osgood Grover.*







## BEGINNING AND DEVELOPING A RURAL SCHOOL

"Well begun is half done."

### THE AIM OF THIS BULLETIN

The aim of these pages is to serve the prospective rural teacher\* in his preparation for school work, the young teacher in the schoolroom but without professional training, and the patron or trustee who is interested in the qualifications of a good teacher, and in the equipment of a good school.

It may not be possible for the young teacher and his patrons to accomplish in one year all the work suggested by this bulletin; but they can gradually work out plans for school improvement that will enable them to make their work more effective. One purpose of this bulletin is to give suggestions, and to furnish sources of helpful material to those interested in developing better rural schools.

---

\*Note.—"There are about 16,886 rural teachers in the State of Texas; 812 of these teachers have graduated from college or university; 2,403 have had state normal school training; 4,703 have graduated from high schools but have had no professional training; 9,068 have neither graduated from a school nor received professional training."—Texas State Department of Education, 1917.

## AFTER A TEACHER'S CERTIFICATE, WHAT NEXT?

"We demand educated educators."

"The most rigid examination that one should be called upon to pass is self-examination."—Jno. W. Dinsmore.

When a young person has made up his mind to teach a country school, his first step toward that end is preparation for a teacher's certificate. But his preparation for the work of building good citizenship\* does not stop with the mere license to teach. The young rural teacher needs to consider well the question, "Why do I want to teach?" If he finds that his answer includes a love for country children, a sympathy for country life sufficient to induce him to live in the open country, a vision of the needs of the rural school, and a desire to be of service even at great self-sacrifice, he can with a clear conscience take up the most interesting and useful work in the field of education—the rural school. At the threshold of this institution, he needs to ask himself two more important questions: (1) "What am I to teach?" (2) "How shall I teach?" Satisfactory answers to these questions must be found by further study. If circumstances have denied him the help of a good training-school for teachers, he must proceed to educate himself. It is a difficult task for one to study school-teaching without personal aid or the inspiration of fellow students, but it has been done by many earnest and successful teachers who were desirous of serving their patrons and communities. Some ways and means of accomplishing such results are proposed in the following pages.

---

\*"The good citizen may be defined as a person who habitually conducts himself with proper regard for the welfare of the communities of which he is a member, and who is active and intelligent in his co-operation with his fellow members to that end."—Bulletin U. S. Bureau of Education No. 23, "The Teaching of Community Civics."

## I.

### PREPARATION TO MAKE BEFORE GOING TO YOUR SCHOOL COMMUNITY

It has been said that an hour a day profitably employed in reading would enable any person of ordinary capacity to master a complete science. One hour a day would make an ignorant man a well-informed man in ten years.

Daniel Webster said: "My opportunities in youth for acquiring an education were limited but I had the great good fortune of being well supplied with books, and these gave me my start in life."

**I. Three Books to Study.**—When the teacher is unable to attend a school for teachers, and he does not have access to a good library, the next best step is to buy and study some standard books on school organization and administration, on methods of teaching, and on the social service responsibility of the teacher. Every teacher should have the reading\* habit before he begins to teach school.

The following books have been selected with the above topics in view. They are easy to read, and meet many of the peculiar problems of the country teacher:

(1) **The Rural Teacher and His Work.** H. J. Foght. The Macmillan Co., Dallas. Price, \$1.40.

(2) **Teaching a District School.** Jno. Wirt Dinsmore. American Book Company, Dallas. Price, \$1.00.

(3) **Country Life and the Country School.** Mabel Carney. Row, Peterson and Co., Chicago. Price, \$1.25.

#### **Suggestions on How to Study These Books:**

1. Read carefully the whole chapter.
2. Re-read the paragraphs of immediate value to you.
3. Make an outline of the topics and sub-topics of these paragraphs.

---

\*The Thirty-fifth Legislature of Texas passed a county library law. But as yet there are no county libraries in the State. Few rural teachers have access to free libraries in the city, and the files of these libraries seldom contain the needed books and papers on rural education.

4. With this outline in mind, think over, or recite orally, the given discussions.

For example, take a paragraph from Chapter X in "Country Life and the Country School":

The Country School and the Road Problem.

1. How to institute a good roads' sentiment.
  - (1) General conversation and suggestions.
  - (2) Distribution of government bulletins.
  - (3) Relating the subject to agriculture, economics, civics, school and community.
  - (4) Discussing good roads in the social center meetings.
2. The influence of good roads upon the welfare of the rural school.
  - (1) Promotes attendance.
  - (2) Creates school spirit.
  - (3) Makes for the success of the social center.
  - (4) Encourages the larger, central school.
  - (5) Attracts standard patrons.

By this method of study the reader should assimilate the thought of the text and at the same time materially improve his English.

**II. Study Rural School Laws, and Problems of School Hygiene and Sanitation.**—The State Superintendent of Public Instruction will furnish teachers, trustees, and other interested persons with copies of bulletins containing the state school laws, together with full explanations and interpretative notes. Patrons as well as trustees and teachers should be informed on this subject. This knowledge is needed to avoid mistakes and misunderstandings and to promote better and more economical methods of building and maintaining the best schools. Explanations of recent school legislation by the county superintendent or some other school officer would be very appropriate material for discussion at the first schoolhouse meeting.

The following are some of the bulletins sent out free by the State Department of Education: "Rural School Laws," "Compulsory School Attendance," "Manual and Course of

Study for the Public Schools of Texas," "Texas High Schools," "Classification and State Aid," "Library and Laboratory Equipment for Classified High Schools," "Schoolhouses, School Equipment, and School Grounds." The problems of ventilation, heating, lighting and the general sanitation and hygiene of school buildings are discussed in Bulletin No. 65. Study carefully the chapters containing information on out-buildings and on the drinking water supply. Get "Rural School Sanitation" and Public Health Bulletin No. 77, U. S. Public Health Service, Washington, D. C. See lists of health literature in the Appendix of this bulletin.

**III. Plan a Daily Program and Familiarize Yourself with the State Course of Study.**—A most important part of your preparation for teaching is planning a suitable program for your particular school. The number of grades, the number of hours in the school day, the relative importance of the subjects to be taught, and the needs of the children will determine the number of class periods. More time for lesson periods may be secured by alternating classes. For instance history and geography may be alternated. Again a great deal of time may be saved by putting emphasis on the most practical subjects, and by eliminating, or by touching very lightly, those subjects that have no place in our life of today. This plan will also provide more time for thorough drill on the fundamental subjects—reading, writing, and the simple arithmetical problems of earning, buying, and saving.

Through the co-operation of parents and trustees, it is possible to ring the school bell at 8:20 a. m. and hold the opening exercises between 8:40 and 9 o'clock. In this way, and in grouping grades as suggested on page 23 in "State Manual and Course of Study," more time will be saved. To illustrate "grouping": The sixth grade geography and history will be the same as the seventh grade this year, but next year the seventh grade (this year's sixth grade) will study with the sixth grade. The same is true of fifth and fourth grades.

Experience will enable you to do more rational work by means of substituting one study for another, by revitalizing

and reconstructing your whole course so as to make it connect more and more with real life. See Foght's "The Rural Teacher and His Problems."

Study carefully the directions of your State Superintendent, and those found on the subject in the textbooks by Foght, Carney, and Dinsmore; then, when you reach your school community, make a program to suit your school.

**IV. Collect Material for Use in Making Lessons Real and Interesting.**—The following list of things should be collected and used during your first week's work. After that, the school children and their parents will help you collect from local sources much more of this concrete material so necessary in rational teaching. Plan each lesson carefully. See McMur-ray's "Special Method in the Recitation."

**In History.**—Collect pictures and stories. Plan a history note-book for each pupil to make. Get a five-cent composition book for this purpose. Use alternately one page for drawings and pictures collected from papers and magazines. The history pictures from the Perry Picture Company, Malden, Mass., may be obtained for one-half cent each. Get a few pictures to interest pupils in this work. Get "Hero Stories from American History." Price 50 cents. Ginn & Co. Get maps from railroad offices, and from Superintendent of Documents, Washington, D. C.

**In Geography.**—Collect post cards, pictures, clippings, and interesting little books on soils, plants, and animals; industries, occupations and customs of different peoples; and pictures of surface structure. See catalog of supplementary reading classics in Appendix. Page 53. Get "Little People Everywhere." 45 cents a volume. Little, Brown & Co., Boston. Plan a sand table, and learn how to use it. Get a copy of "Home Geography for Primary Grades." Price 60 cents. Educational Publishing Co., Boston.

**In Nature Study Agriculture.**—Collect and study books, farm papers, and bulletins on elementary agriculture. Make a collection of seeds, soils, insects, and pressed plants. The



state entomologist will furnish suggestions for these collections. They will inspire your pupils to continue such work. Get a dozen sheets of manila paper upon which to make charts of the life history of insects; maps of local farms, of the school district, and of the county. Make suggestive records of farm and home projects for pupils. Collect pictures and drawings for use in illustrating lessons. See "State Manual and Course of Study" for list of equipment from which to choose some simple material not found in your school or community. Study lists of helps in Appendix and send for some.

**In Manual Training and Home Economics.**—See Section III, page 43.

**In Reading.**—Send for sets, six each, of good graded classics, such as the "Mother Goose," and "Æsop's Fables" series by the C. M. Parker Pub. Co; "Robinson Crusoe" suitable for third and fourth grades, F. A. Owen Publishing Co.; "The Story of De Soto," or "The Story of Columbus," Educational Pub. Co.; "The King of the Golden River," Orville Brewer Pub. Co. See page 53 for addresses.

Mount clippings and pictures from papers and magazines to illustrate lessons. Make phonic, spelling, and sentence charts and cards. Get and consult any good manual for teaching reading. Make your own primary reading chart. For this chart you can use heavy manila paper, and the large letters cut from posters and advertisements. (A valuable help is "The Teachers' Printing Outfit." Price \$3.00. Texas Teachers Supply House, Dallas, Texas.) Get pictures for these charts from papers, magazines, and book catalogs. Collect catalogs of all kinds from which to cut out pictures for scrap books, and for illustrating note books and other booklets to be made by the children.

Send to school book publishing companies for catalogs. From these select helpful supplementary readers. The "Free and Treadwell Series" are among those most highly recommended by primary teachers. Address Southern School Book Depository, Dallas, Texas.

**In Drawing.**—Get a few cents worth of poster paper at the



newspaper office. Ask the printer to cut it into convenient sizes—8 by 12 inches. Use this for drawing. The uniform size and texture will make your work more attractive. Get a pair of small, blunt scissors; a box of colored crayons, and a box of water colors. Plan lessons to interest children in the use of these valuable instruments of instruction.

**In Primary Arithmetic.**—Collect several hundred twigs of uniform diameter and length (about 4 inches long) to be used as counters in number lessons. Make strips of wrapping paper (1 by 12 in.); squares, and circles to illustrate your first lesson in fractions. Get a supply of foot, and yard rules. These are often given away by merchants. Collect some common standard measures, as pint, quart, gallon; and a simple scale for weighing pounds, and ounces.

**In Sanitation and Health.**—Make charts to aid in teaching cleanliness and health. The following are some of the subjects that can be illustrated by drawings, clippings, pictures, and posters pasted upon sheets of heavy paper: "The dangers of the house fly, the mosquito, and the rat"; "Safe and unsafe water supply"; "Sewage disposal"; "Sanitary outbuildings"; "\*A septic tank"; "Saving steps"; "†Mouth hygiene"; "Care of fingers and finger nails"; "Care of the hair and the skin"; "The care and preservation of foods"; "Food principles and the relation of food to health."

For other suggestions see your textbooks, "Manual and Course of Study" by the State Department of Education, and the references in the help lists of the Appendix.

**For General Use.**—A small clock or watch that keeps good time, one good well-framed picture suitable for the schoolroom wall, a United States flag, a Texas flag, a vase for flowers, a base ball, a basket-ball, or a volley ball with net, and material for hectograph. (See "Recipes" in Appendix.) The ingenious teacher will think of other things in this connection. Some

---

\*Farmers' Bulletin No. 57, U. S. Department of Agriculture, Washington, D. C. Texarkana Pipe Works, Texarkana, Texas.

†The Colgate Co., 199 Fulton St., New York furnishes free literature for teachers on care of children's teeth.

of them may cost him a few cents, but he will be amply repaid in results.

**V. Prepare for Teaching Handwork.**—President G. Stanley Hall says:

“The hand is a patent instrument in opening the intellect as well as in training the sense and will.”

Since the child *learns by doing*, your preparation for teaching must include a series of well-planned lessons in handwork. Use simple material, much of which may be found in every home, and in the fields and forests around you. Be prepared to furnish pupils with material until they and their parents have become sufficiently interested to aid in providing what is needed.

The following things should be ready for the first week's work: paper for cutting, clay for modeling, and paste for mounting pictures. Also provide yourself with samples of scissors, colored crayons, rulers, pencils, and tablets that you wish your pupils to purchase. At your first parents' meeting, show these tools and materials, and explain their use and value.

You can secure waste paper for a few cents a pound at the newspaper office. Your merchant's and editor's waste baskets will furnish much clean, colored paper and cardboard without cost to you. The pipe works and potteries in different parts of the state will furnish potter's clay free to teachers. Texarkana, Athens, and Sas Pameo Pipe Works are examples. You may find good clay in the road or creek bed near your schoolhouse.

Plan and relate your handwork lessons to regular class work, and to the life of home and school. Such lessons will awaken thought, encourage industry, develop skill in using the hand, and create an interest in school. Pupils can be taught to work quietly on these problems at a table made for the purpose, while you are teaching other classes.

For suggestions on lessons and course of study, see “What and How,” “When Mother Lets Us Model,” and other books listed in the Appendix of this bulletin.

**VI. Learn Some Good Games, Plays, and Songs.**—The physical, mental, and moral value of good games and plays when properly organized and supervised, can not be overestimated. This work means teaching courtesy, sociability, honesty, clean thoughts, self-control, judgment, obedience, fair play, service, quickness of decision, better poise, better physique, and better health.

A necessary part, then, of your preparatory work is learning suitable games for school and home. The following scheme offers suggestions for the playground:

1. Games for older boys: Baseball, football, basketball, dodge ball, captain's ball, tennis, and special athletic stunts such as jumping, throwing, and running relay races.

2. Games for little boys: Same as the older boys with the addition of such games as marbles, tops, hoop rolling, base, and tug of war.

3. Games for the older girls: Tennis, basket ball, indoor baseball played out of doors, three deep, and folk games.

4. Games for the little girls: Ring plays, singing games, folk dances, games that require running and jumping; and such games as hide and seek, dumb crambo, New York, and imitations of the occupations of grown-up life.

Each group should have its own play ground.

For lists of helpful bulletins and books on this subject, see Appendix. The University of Texas Bulletin, "Play and Athletics" is free to all schools belonging to the Interseholastic League. This bulletin also contains directions for building playground apparatus. Get "Social Games, Plays and Marches." Price 10 cents. I 208:P. 69. Address Supt. of Documents, Washington, D. C.

**Good music** is essential in building good citizenship.

As a rural school teacher, you should know how to sing, how to teach the elements of the theory of music and of voice culture, and how to lead in singing. At least learn our national songs and be prepared to teach them to your pupils. Collect and use a repertoire of other good songs for daily use in your school and for community singing.

See Appendix for lists of song books and for help in study of music.

## II.

### PREPARATION TO MAKE WHEN YOU ARRIVE AT YOUR SCHOOL COMMUNITY

**I. Go Early to Your School Community.**—At least ten days before the formal opening of school, begin your work by getting acquainted with the trustees, patrons, and pupils. Be sociable, visit the homes in your community, attend Sunday school and church. People appreciate these expressions of friendliness and interest on the part of the teacher. It paves the way for the co-operative activities so necessary in building a good school.

**II. Learn Something of the Needs and Conditions of Your School Community.**—The answers to the following questions will be helpful in determining useful, vitalizing material easily related to the regular school work. This information can be obtained from trustees and superintendent, through observation and inquiry upon arriving in the community, or by letter:

1. What are the principal soils, crops, and the prevalent types of farming?
2. Are there any good markets for farm produce?
3. What is the condition of the roads? The farm buildings?
4. Are there any active farm and home clubs?
5. What is the condition of church and Sunday school?
6. What are the community recreations?
7. What is the status of community sanitation and health?
8. What is the condition of schoolhouse, school equipment and school grounds?

**III. Meet and Consult Trustees and Superintendent.**—The trustees will be pleased to go with you to the schoolhouse, and discuss with you there the needs of the school plant, and the ways and means of making necessary improvements before the opening of school. Circumstances may prevent your reaching the community in time to help organize this most important preliminary work. The next best thing to do, then,

is to write to the trustees, explain to them the situation, and kindly request them to attend to cleaning up the school plant for you. At the same time, emphasize the great need of sanitary out-buildings, and of a sanitary and ample water supply.

**IV. How to Get Acquainted.**—In some communities, just before the opening of school, there prevails the commendable custom of giving (preferably at the schoolhouse, when it is in suitable condition) a neighborhood party in honor of the teacher. Patrons, friends, prospective teacher, and pupils gather in a pleasant social group to learn something of the policies of the administration of the coming school term, and to find how each may be of service in promoting the best interests of the school. The program at these gatherings is very informal. There is a short welcome address by the president of the mothers' club, or some other patron. After some community singing or instrumental music, there follows another short address by the county superintendent, or the president of the school board. He speaks of the condition and needs of the school buildings and equipment; of plans for promoting the general interests of the school; and of the value of further community co-operation in helping the school board and the teacher to build the school the times demand. The teacher then responds with expressions of appreciation for kindness received and for the pledges of co-operation. To promote further understanding of the management of the school and of the work he proposes to do there, he suggests an early meeting of parents at the schoolhouse. One of the trustees proposes that the first get-together meeting at the schoolhouse be "Clean-up-and-Beautification-Day" to which all are invited. These suggestions are met with hearty approval, and dates for both meetings are agreed upon.

Then follows a social hour when simple refreshments are served, and when there is further expression of that spirit of service and friendliness which is fundamental to the success of all co-operative institutions.

In case this arrangement can not be made in time, it is possible to bring about gradually the above results after the school



has been in session some time. You should not hesitate to suggest it, since the best interests of the school depend upon the good will of all concerned. There are other valuable ways of getting acquainted with school patrons and pupils, and of enlisting their co-operation. You will meet many of them at public gatherings such as church and Sunday school. You can invite the parents to visit your school on a certain day. But by all means, on the first opportunity, pay a friendly visit to the home of each of your patrons. You will thus have opportunity of explaining more fully the work of the modern school. When people begin to understand and talk about better schools, they will eventually build and maintain them.

**V. Some Things to Look for in Finding a Home.**—There is probably no occupation of normal life more exhaustive of both physical and mental strength than is teaching. The teacher's work does not begin nor end with the legally stated hours; but after the school has been dismissed for the day, there are conferences to hold, new lessons to be put on the board, rooms to be put in order for the next day; the condition of outbuildings, of the water and fuel supply to be investigated; and the preparation of illustrative material for the next day's lessons to be made. Each day adds to these its own problems. It is necessary, therefore, that the teacher be given an attractive, comfortable, convenient room in which to live, and in which he can recuperate his energies for the next day's work. A tempting, well-balanced meal should await this faithful public servant at the end of his day's work. An hour of recreation and rest should follow this pleasant meal, after which, as every true teacher knows, more hours of hard work begin. He must spend some time in thinking over the past day's work, in planning better methods of management in the schoolroom and on the school ground. The class written exercises must be corrected. Each pupil's paper requires careful study and criticism. Each lesson for the next day must be carefully planned, and the best method of presenting it thought out. It may be necessary to introduce a new song or game for which preparation must also be made before this tired teacher can rest for the night.



The best home is not too good for the teacher. But it is a well known fact that the lack of suitable homes in which to live has deprived the rural schools of many trained teachers. It is also true that in many homes it is not convenient to board the teacher. The housewife may be too busy with the affairs of her own family to add another care to her daily program. The size of the farmhouse may prohibit suitable accommodations for the teacher who needs a quiet, restful, comfortable room to himself, where he may be free from interruptions, and in surroundings entirely sympathetic with his work. Therefore, if the teacher is to give his best service and to make his school a vital factor in his community, he should have a good, permanent home in the school district. This abode must be near the schoolhouse. He can not, in justice to himself and his work, journey back and forth from town daily. Nor can he spend his week-ends away from his school community. On Saturday and Sunday he has opportunities of getting better acquainted and of further serving the community in which he is the logical leader. European countries have for years known the value of this service, and have acted upon it. For instance, in Denmark every rural school has a "school manse" with its vegetable and flower garden. It is little wonder that in Denmark a teacher is often known to hold his place in the community for life. (See Appendix for *Rural Denmark and Its Schools*.) A number of Texas communities have built teacherages. They find them not only good business investments but fundamental necessities. These homes are proving the means of securing good teachers at salaries the district can afford. In some instances the teacherage is also used as a laboratory for home economics and for elementary agriculture.

If the teacher has a family, he may arrange to board his assistants in the school home; if he is unmarried, there is always to be found a mother, brother, or some other relative willing to chaperon him and his assistants. Expenses can be lessened by a co-operative system of buying and housekeeping. Teachers often find it convenient and economical to rent a cottage in which to live.

It is safe to say that there will be more first-class teachers

willing to serve in country schools, when country people are willing to provide them with good and convenient living quarters at reasonable rates. For further information on this subject, write University Loan Library for package on "The Teacher's Home"; also address Bureau of Education, Washington, D. C., for free bulletin on "Teachers' Cottages."

## **VI. Help Organize and Carry Out Clean-up and Beautification Day at the Schoolhouse.**

"The schoolroom, the schoolhouse, and the school grounds constitute the best index to the degree of civilization and to the ideals of a community."—Dr. P. P. Claxton.

The average country schoolhouse is sadly neglected, especially from the close of one term of school to the beginning of the next. It seems to be nobody's business to care for the school plant. Frequently the antiquated and rundown condition of the building itself fails to evoke the respect due the edifice in which boys and girls receive training for twentieth-century life.

When the time for opening school in these buildings arrives, there is always need of repairs and new equipment. Sometimes, there is no money in the school treasury for shades, maps, stoves, libraries, or desks. In such case both teacher and pupil lose a high per cent of their efficiency. This is a useless waste, and does not occur in communities with active and well-organized social centers under sympathetic leadership.

After Clean-up Day at the schoolhouse has been well advertised, a number of committees to take charge of certain work and to be responsible for its execution should be appointed. The Monday or Tuesday of the week before beginning school may be the most suitable day upon which to clean up the school plant. Citizens, and school children will gladly volunteer for work they can best perform. The boys will be especially interested in the ball ground. Some schoolhouses will require very little work to fit them for the first day of school; others may need more help than is possible to give

in one day. But a clean-up day at the schoolhouse is, in most instances, absolutely necessary in beginning a good school, and it may cause the district to discover the need of a modern school building furnished with modern equipment.

A list of things the clean-up committees can do:

1. Clean and scrub interior walls and floors.
2. Clean and repair doors and windows.
3. Repair stove pipe; black stoves.
4. Scrub, repair, and varnish desks.
5. Oil floor; paint blackboards.
6. Install cupboards for supplies; provide sand table, and work table for little children.
7. Make water supply sanitary. Provide place for children to wash their hands.
8. Clean off the ball grounds. Put up basket ball goals.
9. Repair yard fence, and build stile.
10. Beautify the school room.

Few rural schools have displayed any well-planned effort at beautifying the interior of the schoolroom. Dingy walls can, with little expense, be covered by a flat paint of neutral color. The greenish gray furnished by the Keystone Varnish Company, Brooklyn, New York, and known as "Keystona" is good. It is especially prepared for schoolroom walls. There should be no strong color, or shining finish on these walls. as such surfaces nearly all have an exciting or irritating effect upon the mind and nerves of those exposed to them. Children and teachers must look at these walls for hours each day, and they will be more cheerful and willing to work and less given to fatigue if the room is properly colored. Have the shades harmonize with the color of the walls. Oil the floor, and keep the desks clean.

One good picture well framed and of sufficient size to be easily seen, and hung where all pupils can see it is an absolute necessity in a neat, and well-equipped schoolroom. You should own such a picture, and if necessary, carry it with you to your new school.

These are among good schoolroom pictures:

Raphael's "The Sistine Madonna and Child."

Breton's "The Song of the Lark."

Bonheur's "The Horse Fair."

Dupre's "The Balloon."

Ruysdael's "Windmill."

Millet's "Feeding her Birds." "The Gleaners."

Hoffman's "Christ in the Temple."

See Appendix for addresses of picture companies.

The children will take delight in keeping your vases filled with fresh flowers as long as the season lasts. Teach them to arrange the flowers artistically. When frost comes, the cheerful geranium, or fern will help to add beauty and a home-like atmosphere to the schoolroom.

Stretch a narrow strip of burlap, or wall paper of harmonious color just above the blackboard for exhibiting school work. Upon this the best drawings and other forms of hand work should be tacked, or pinned, and displayed several days at a time. Then put this work in a box for safe keeping until the final school exhibit. A movable screen covered with burlap and placed in one corner of the room is another decorative method of exhibiting school work. The material in daily use for illustration and for handwork must be neatly arranged and well cared for.

Clean-up-and-Beautification Day will awaken new interest in your school; for, when all the people of a district help to clean up and beautify the school plant, they will also help to keep it clean and beautiful.

**VII. Make an Inventory of School Property.**—The school-house key should now be turned over to you, the teacher. On the earliest opportunity before the opening of school you should be given a book containing the list of school property in the house and on the grounds. You then check off this property, and make a new list of present equipment, being careful to add to the list any new apparatus, or furniture obtained during the year.

At the end of your last school month before you receive

your salary, the secretary of the school board should assist you in checking off the school property. If there has been any loss, you will account for it, and the proper adjustments can be made. By this simple arrangement, hundreds of dollars worth of school property will be saved each year. In some counties of Texas, the trustees, superintendent, and teachers have already adopted this plan.

**VIII. Organize a Mothers' Meeting or Parent-Teachers' Association.**—The interdependence of home and school is being realized more and more. The teacher has discovered that he must know the home conditions of his pupils as fully as he knows his educational books and papers; the parent is learning that it is his duty to know the teacher and the school, and that he is needed in the solution of school problems. As a result of this form of education, there has sprung up under various names the well-known and constantly growing organization of parents and teachers.

Each teacher-leader must determine for himself the method of organization best suited to his own community, the number of meetings to be held, and the subjects for programs. A successful organization may require the most informal procedure, *but each meeting must be worth while*. One teacher organized her mothers' meeting in this way: A week before the beginning of school she sent a post card to each mother in the district. The invitation read as follows: "Miss B— will be glad to see you at the schoolhouse on next Saturday afternoon at 3 o'clock. Bring your thimble, needle, and white thread No. 40." In the meantime the teacher procured some thin, unbleached domestic to be made into sash curtains for her schoolroom. She also cut some appropriate stencils, and planned simple refreshments.

Every mother came on the appointed date. Accustomed to being busy, these women felt very much at home while making from the material furnished them, the needed curtains for the schoolhouse windows. Before the last guest went home, the curtains were all bordered with an artistic stencil design, and neatly hung in place. While this interesting work was



going on, the teacher and her assistants served the tea and home-made cookies prepared for the occasion. She also took the opportunity of explaining her methods of teaching and of managing the school, spoke of the relation of school-work to the home, and suggested methods of home and school co-operation.

They discussed and agreed upon the following:

1. Hours for beginning school and times for doing extra work after school.
2. The necessity of punctuality in daily attendance.
3. Instructing children at home and at school to attend to physical wants immediately upon arriving at the school plant, and then promptly to take their places in the school-room. No play on the school ground before opening the day's session. The teacher's supervision of the recess periods.
4. Reminding pupils, at home and at school, of the meaning of intermissions, so as to avoid unnecessary requests for leaving the room.
5. Buying uniform tablets at wholesale, and buying drawing paper by the pound. No tablet leaves to be torn from books. All leaves to be used on both sides. Drawing paper to be furnished the pupil, sheet by sheet, as he needed it.
6. The necessity of handwork. Kind of handwork. Kind of equipment for each child in primary grades: ruler, scissors, crayola, water-colors. Cooperation with teacher in collecting clean waste paper, cardboard, strings, spools, store-boxes, magazines, catalogs, and in making paste for paper work.
7. Value and need of interesting supplementary reading material. Furnishing five cents, for each pupil, when needed for this purpose.
8. Cooperation in helping children to take proper care of books.
9. Value of good music, gymnastics, and games.
10. A shorter noon lunch, so as to give ten minutes for general exercises each day.
11. Value of hot lunch at school, to be tried out on the first opportunity.
12. The preliminary organization of school the following Thursday, so as to give the children time to buy needed equipment before the opening of school the following Monday.
13. A weekly meeting at the schoolhouse to discuss future school and home problems, and to promote happy social



life. Occasional exhibits of home products and school work.

14. A program for Parent-Teachers' meeting to be made by the pupils. The following subjects for study and discussion: "Saving Steps," "How to Make a Buttonhole," "Insect Pests," "Infant Feeding," "Arbor Day," "Food for Growing Children," "Cooking Demonstrations of Home-Grown Foods," "How to Install a School Library," "Our Part in the Great War," "How to Make Over Last Year's Clothing," "How to Conserve Our Food Supply."
15. A series of neighborhood meetings for discussing matters of common interest, and a course of lectures at the school-house by local talent and members of State educational institutions. (See Literary Society, page 36; and Appendix for helps on organization, and programs.)

## **IX. Plan and Conduct the Preliminary Organization of School.**

"Preparedness makes for efficiency."

"Teaching is a business that requires preparedness as truly as does the practice of medicine, or housekeeping."

If the waste of school funds caused by neglect in properly equipping schools and pupils for work were carefully estimated, many of our patrons would be greatly surprised at the results. Statisticians tell us that every day a child spends at regular school work is worth \$9.00. If he is not provided with necessary tools, he will lose in one day more than the amount required to furnish every item for the whole year's work.

One step in the preparation for the opening of school—and one too frequently neglected—is that of securing school supplies for the children at the time when they are needed. Teachers, trustees, and local merchants, should see that the necessary books and other supplies are available a week before school opens. This prefatory arrangement would save much time for the pupil and teacher, promote the pupil's progress, and prevent irregularities in class work. It would also make it possible for the teacher to accomplish most of the formal organization of the school on the Thursday or Friday before the beginning of the regular work on the following Monday. To begin on the first period of the first day of school

with a well-planned program will materially aid the general management of the school during the whole term.

On the morning of the day previously appointed, pupils should bring to the schoolhouse their daily report cards, note-books, and textbooks used during the last term of school. By examining these carefully, by referring to the last teacher's register, and by giving a few tactful oral questions you will be able to determine your class groups. You will also have opportunity to explain the book lists, and specify any further individual equipment needed. It will be well to have the book lists for the various groups written on the board. The older pupils might copy them, but you should always check them to see that there are no errors. A neatly written note from you to the parent of each pupil, stating definitely the books and other articles needed will be greatly appreciated, and prevent mistakes in buying.

Begin the work as soon as the first pupil arrives. Copy the name and the age of each pupil in a note-book prepared as a temporary register until there is opportunity for arranging the names alphabetically, and for neatly transferring this and other information into the permanent register. At this time seats may be assigned. When pupils choose their own desk-mates, it may be well to grant such request, but in assigning all seats, you should retain the privilege of making any future changes that the best interests of the school demand. This understanding between you and the pupil will help to encourage right conduct.

As soon as the above work has been accomplished each pupil is dismissed with ample time to secure his equipment for the first day.

**X. The Teacher's Home During This Preliminary School Work.**—The teacher's living expenses during this week of preparation for beginning school should be met by the community which he is serving in a most valuable way. One rural school district which supports a three-teacher school, managed this situation in this way: At a mass meeting of school patrons previous to the teacher's coming, one of the

trustees announced that the teachers should be the guests of the community during the week of preparation for school. The patrons cheerfully co-operated to this end, and took every opportunity to make the week a happy one for their teacher guests.

**XI. What to Do on the First Day of School.**—It is taken for granted that the teacher has made serious and careful preparation for his work; that he is acquainted with his patrons and pupils; that the school plant has been put in sanitary condition, that it has been repaired and equipped as completely as present funds and effort permit; that the teachers and parents have had a successful conference; that the preliminary organization of school has taken place; and that teachers, pupils, and parents are prepared for the eventful First Day. But for the new teacher there still remains the problem of *what to do on the First Day*. This program must be carefully planned and tactfully carried out. The following "Rules for My First Day" were taken from a successful country teacher's note-book, and they may help you:

1. Wear your most becoming and suitable costume.
2. Go to school early. Be the first on the school ground. Be punctual yourself and so set a good example for your pupils. Hang your clock, or watch on the wall where all the pupils can see it.
3. Manipulate the windows and shades so as to secure good light and ventilation, and at the same time protect the shades from the wind. The most beautiful picture should be hung on the wall where all the pupils can see it; and above it, the United States flag. Write on the blackboard just beneath the flag, the pledge to the flag: "I pledge my allegiance to my flag, and to the Republic for which it stands; one nation indivisible, with liberty and justice for all!" (Pupils stand at "Attention!" while repeating the pledge in concert. At the word "all," they salute the flag in unison.) Ask the children to learn it. Explain the salute to the flag during the mornings exercises. At the close of school the pupils may be ready to practice the salute, so as to give it correctly the next morning.
4. Be sure the daily program is neatly written on the blackboard before the children arrive. (Chalk moistened in

- liquid glue will not easily erase.) If blackboard room is scarce, write the program on a piece of cardboard and tack it on the wall where all the children can see it.
5. When weather is bad, see that a foot rug is placed before the door and that each child acquires the habit of using it before he enters the schoolhouse on the very first day. A gunny-sack will answer. Later, corn-shuck rugs for this purpose can be made in the handwork class.
  6. Place on your table a neat linen cover, a vase of wild flowers, and a book rack containing your most interesting, and attractive juvenile books. Have the illustrative material on the work-table ready for use. See that the dictionary and other reference books are conveniently placed. In short, see that everything is in place before time to ring the first bell.
  7. Ring the school bell on time. If you have a large bell, ring it promptly, for two minutes, at 8:20 a. m. as a signal for the children to start to school. If the schoolhouse is not furnished with a large bell, and if some of your pupils live near the building, ring your hand bell instead.
  8. At 8:50 ring the hand bell about eight taps to give notice for time of opening exercises.
  9. Promptly at 9:00 o'clock ring the tardy bell—five long, slow taps. The 8:50 bell, or the "ten-minutes" bell is especially necessary in two-or-more teacher schools where on certain days of the week all the children meet in general assembly in the same room. Use this plan every day of the school term.
  10. Greet each child with a cheerful "Good Morning," in word, or in silent recognition as he enters the school-room, takes his seat, and goes quietly to work at the problems assigned on the board. Treat pupils as you would ladies and gentlemen in your own home, and they will respond in like terms.
  11. During the time the pupils begin to assemble until time to ring the "ten-minutes" bell take the names and ages of pupils not present on organization day. If you have not had opportunity for this preliminary work, take names and ages of all pupils at this time. Examine textbooks, report cards, assign pupils to their respective class groups; if necessary, furnish them with a book list, and assign lessons.
  12. Begin opening exercises promptly at 8:50—ten minutes be-

fore time to begin the regular school work. The following order of exercises is good:

- a. Have pupils close books, take good position with hands off desks, and give entire attention.
  - b. Read a selection from the Bible without comment: Tell, or read a suitable story.
  - c. Ask pupils to stand, and with bowed heads, recite in concert the Lord's Prayer. Close the school-room door during this exercise to avoid interruptions. After conclusion of exercises, open the door for any late comers.
  - d. Sing a well-known hymn, or patriotic song whose words were previously written on the black-board.
  - e. Practice the salute to the flag.
  - f. Upon this occasion, make a short talk, including these or other suitable ideas: (a) Your pleasure in coming to help them; (b) Something of the interesting work to be done during the school term, of the value of working together, of the need for training in right living, and in service to each other and to our country; (c) The sacrifice their parents are making to give them their present opportunities. This is also the time to speak of keeping your (yours and the children's) schoolroom clean and neat. Tell them that parents and teachers agreed that the school should be its own house-keeper because the school board needed all the money on hand for new equipment. With the coat of floor oil on the floor, the new broom or sweeping brush, the sweeping compound, and the care the children will take of the furniture and floor, the matter of sweeping will be a simple task. Show them how to sweep, and dust. Tell them that this evening you will ask for one volunteer to help you clean up; but that tomorrow you will write on the board a list of house-keepers and their respective days for keeping house. In the meantime let all see how clean they can keep the schoolhouse and grounds.
13. Explain to pupils the necessity of quiet study hours. In a room where so many are assembled and each has his work to do, the least interruption would hinder the progress not only of one pupil but of the whole room. Tell them that this is why we do not engage in disturbing and unnecessary conversation in school, and why no one must



interrupt the teacher during a recitation period. They can get into the habit of bringing their questions to the class, and of consulting the reference books. Teach your lessons so thoroughly that pupils will have enough initiative and inspiration to keep properly busy during study periods.

14. Explain method of calling and dismissing classes.\* Some very successful teachers have a pupil watch the clock and the program; and, when the time for the class period is up, he taps once a little call bell kept on his desk. The teacher then gives a silent signal for each of these commands: "Prepare books and tablets!"; "Turn in your seats with feet in the aisle!"; "Stand!"; "March and take seats on the recitation bench!" For dismissal: "Rise!" "Pass!" "Be seated!" Some teachers give these signals by motions of the hand, or by a nod of the head, or by counting "One!" "Two!" "Three!" The silent signals will rest you and your pupils. See that each signal is obeyed. Do not overlook one case of neglect.
15. Be sure to know your own lessons. Your eyes will not then need to scan the textbook for lesson material at times when you should have a view of the whole room.
16. Do not permit interruptions. Keep pupils busy. The program should designate the work of first importance.
17. Give the youngest children, an occasional rest period between classes in the form of a brief, brisk drill, or a short bright song.
18. Just before dismissing for recess, appoint the monitors for hats. Tell your plans for games and plays. Name some game in which the older boys will be interested; name others for the little boys, the older girls, and the little girls. Explain how each group may more successfully play the game it likes best by having its own play ground. Then designate these respective areas. Suggest that while the boys are organizing their baseball teams, you will help other groups start their games. You should, if necessary, lend the boys your ball until they can secure one of their own.

Good supervision of the playground will establish more confidence in your leadership, and help make discipline easier. See Appendix for helps on games and plays.

19. At this time, demonstrate your method of dismissal, and

---

\*If possible, have a recitation bench. It will bring your pupils nearer to you, give them a needed change of position, and help your discipline.



of returning to the class-room. Proper position of body while sitting, standing, and keeping step, can be taught today and drilled upon each following day.

At given signals, have pupils "Turn!" "Stand!" "March!" The line of march will depend upon the arrangement of desks and the number of students. By holding the clapper of a hand-bell and striking it against the cup when a signal is needed, you can give sharp, short taps which in themselves mean "Attention!" If there is no piano, victrola, drum, or triangle to march by, tap the bell in march time. The pupils should be dismissed either at the door, or in the yard after having formed a line.

20. Long noon periods are not profitable. Fifty minutes is sufficient time for noon intermission. By the agreement of trustees and patrons this arrangement can be made so as to give ten minutes before the afternoon session for general exercises such as vocal music, short rehearsals, various kinds of drills, discussions of current events; or a drill on phonics, pronunciation, and articulation.

21. Before dismissing for the noon intermission, explain your method of distributing dinner pails and wraps by means of pupil assistants. You may announce that your present appointments are temporary, but at the first meeting of the literary society, these officers will be regularly elected to serve as long as the constitution of the society may provide.

Have it understood that at the close of the last lesson when you give the signal, "Desks in Order!" each desk and the floor space around it must be put in perfect order. Each book and pencil must be ready to take home, or placed in its proper place inside the desk. Establish the habit of keeping neat, clean desks.

22. Some teachers dismiss school with music. An appropriate song for ending the day's work is, "Now the Day Is Over" (See Appendix for "One Hundred and One Best Songs"). The little children will enjoy:

"Our pleasant day is over  
And we are going home.  
Good-bye, good-bye,  
Be always kind and true."

23. Dismiss school promptly on time. Clean up the school-room. Begin this evening to form the habit of making your daily rounds of investigation of your school plant. Observe the condition of desks, the reference books, the library, reading table and other equipment and furniture

inside the house. Then take account of conditions on school yard—the water plant, the grounds, the play apparatus; any tools, if used; the out-buildings, and stables. Pupil assistants may be given direct care of this equipment. They, too, may be elected by the literary society. But in each case the teacher is the careful overseer of public property.

24. Put lessons on the board for next day. Prepare material for handwork and for illustrations for next day's lessons. Pupils will be glad to help here also.

“This is my work; my blessing not my doom;  
Of all who live, I am the one by whom  
This work can best be done, in the right way.  
Then shall I see it not too great nor small  
To suit my spirit and to prove my powers.”

—*Stevenson.*

“Today is your day and mine; the only day we have; the day in which we play our part. What our part may signify in the great whole we may not understand, but we are here to play it, and now is our time. . . . It is a part of love, not cynicism. It is for us to express love in terms of human helpfulness. This we know, for we have learned from sad experience that any other source of life leads toward decay and waste.”—*David Starr Jordan.*

### III.

## SOME THINGS TO KEEP IN MIND FROM THE FIRST DAY TO THE END OF THE SCHOOL TERM

"The future is in the present and thus helps to construct itself."—Simon N. Patton.

"The best schoolhouse, the best school equipment, the best teachers are not too good for the country children."

"The country schools can be made as good as any school, without additional cost. This will happen when the country people demand that their children be taught in a consolidated school, and when they are ready to do their part in the establishment of such schools."—Louisiana State Department of Education.

**I. Vitalize Your School Work.**—It is quite possible for you as teacher of the little country school to so utilize your school equipment and material—no matter how limited it may be—that your teaching will be vital, interesting, definite, and valuable to the life of your school and to the community. You can put life into the dry bones of the mechanics of learning—reading, spelling, writing, and arithmetic—by teaching them in connection with real live and interesting things.

Your English lessons, which include reading, oral and written composition, and spelling, can be related to nature study, history, geography, graded classics, the weekly school paper, the school diary, manual training, and housekeeping lessons. Other motivizing material will be found in the University Interscholastic League, and Loan Library.

The lessons in hygiene and sanitation will become a part of the brain and muscle of the pupils by establishing personal health habits, by concrete studies of farm and home sanitation, and by the study of such problems as: "How to dispose of the sewage at house and barn"; "How to secure a pure water supply for the family"; "How to ventilate the house"; "How to prevent the breeding of mosquitoes and flies"; "How to prevent common germ diseases like typhoid fever, scarlet fever, cholera infantum, measles, diphtheria, whooping cough, sore eyes, and tuberculosis." See lists of bulletins and books in Appendix.

Arithmetic in every grade can be made so practical and interesting that the child will learn the fundamental processes, and their necessary application, *once for all time*, by using interesting concrete material and by calculating real problems in farm management and in household accounts. There will be problems of expense and income in connection with farm crops, gardens, dairy, cattle-raising, and marketing. The map of the farm drawn to exact scale is a good problem. The family budget presents the additional and often difficult problem of making the income and the output for food, clothing, and shelter meet. See *Girls Industrial Arithmetic*. 75 cents. P. Blackiston, Son & Co., Phila., Pa.

By connecting, in this way, the life of the school with the life of the home and the farm, the school will become a most important factor in the growth and prosperity of the community; and that is just what a school ought to be. Such work will win the confidence of your own patrons and of the patrons in neighboring districts. Your school will grow. People do not mind sending their children a number of miles to school when at the end of the route they get good training. Soon you will need more school room, more equipment and an assistant teacher.

**II. Give Pupils and Patrons a Vision of the Larger Rural School.**—In the meantime your great opportunity will be to give to your pupils and patrons a vision of the larger rural school plant with its modern buildings and equipment, its trained teachers, and its reconstructed course of study suited to the needs and conditions of today. You can distribute books and bulletins containing pictures\* and descriptions of the consolidated schools that are being built throughout the country wherever the population will justify their being built, and wherever people think enough of their children to work together for such institutions. A most vital but very simple

---

\*Send to the Extension Department of the University of Texas for a stereopticon and a box of slides on "School Improvement." These helps will come to you for express only. Get bulletin on Consolidation of Schools from State Department of Education, and U. S. Department of Agriculture.

question for parents to decide is this: "Which type of school—the weak one-teacher school, or the strong consolidated school—will make of my child the best citizen for today and for the new era that is coming after the Great War when the whole world must be rebuilt?"

"When the war is over," says Dr. P. P. Claxton, the United States Commissioner of Education, "the country must play a far more important part than it has in the past in agriculture, manufacturing, and commerce, and also in the things of cultural life—art, literature, music, and scientific discovery. There will also be need of more effective moral training for which provision should be made today; and because there will also be need for the promotion of intelligent discussion of the principles of democracy and all that pertains to the public welfare of local communities, states, and the nation, every schoolhouse should be made a center for frequent meetings for the discussion of matters of public interest and for social intercourse."

**III. Organize and Supervise the Literary Society.**—Every progressive school has a literary society managed by the pupils but carefully supervised by the teacher. There is no better method of attracting the community to the schoolhouse than by a well-planned and a well-executed literary program; neither is there a better opportunity for acquiring general information, or for developing good social life than taking part in a well-organized, enthusiastic schoolhouse meeting.

Literary societies may be classified as follows: 1. The alternate Friday Afternoon Exercise in which the whole school participates, and which meets during the last period of the school week. 2. The High School Literary Society in which both sexes participate, and which meets at regular intervals after the day's work in school is completed. Exercises of most interest to the public are given at longer intervals and usually at night. 3. The Boys' Debating Club which includes not only the school boys, but all the young men of the community who are interested in the study of timely topics and who are willing to study seriously these subjects for the sake

of obtaining information, or for public argument. These meetings may all be open to the public; or they may be for club members only until the debaters feel prepared to give a public meeting. 4. The Girls' Literary and Debating Club which consists of high school girls and other girls of the community not in school but of high school age.

The young teacher in the one-teacher or two-teacher school will find the Friday Afternoon Literary Society best suited to his work. He will find abundant material for these exercises in the form of lesson reviews, songs, declamations, story-telling, short dialogs, debates, compositions, or dramatic events from reading lessons. The reading of the school paper is always a pleasing feature as well as a motive for composition and drawing. The paper may be illustrated by original drawings or by pictures from papers and magazines. The best contributions should be published in the county paper. The life history of a frog, of a bean, of a butterfly, or a boll weevil, as far as observed by the speaker, are interesting nature study stories and could be continued from week to week. These, too, should be illustrated with simple blackboard drawings. Stories can be selected from the reading, geography, history, or physiology lesson.

In either of the above organizations the *program must always be both educative and entertaining.*

For method of organization, form of constitution, and for simple parliamentary procedure, send to the University of Texas, Austin, for Bulletin No. 35, "School Literary Societies," and for Bulletin No. 56, "Programs for Schoolhouse Meetings." Other helpful material will be found in the classified lists in this bulletin.

#### **IV. Study Rural Health Problems.**

"What we would have the people to be, we must put into the schools."

The joint survey of the Committee on Health Problems of the National Council of the National Education Association, and of the Council on Health and Public Instruction of the



American Medical Association, give the following alarming information: "In proportion to the population, the children of the country districts, whose outdoor life we expect to promote vigor and strength, are physically, morally, and intellectually more handicapped by defects than the city children, including those in the slums.

"Diseases of the eye, ear, throat, and heart have been found from two to five times as frequent in the country schools as in the city schools. There are also found among country children more cases needing surgical attention, such as enlarged tonsils, and adenoids; more lung trouble, spinal curvature, and mal-nutrition.

"It has also been discovered that 60 per cent of the country schoolhouses, from the standpoint of health and general fitness for their important work are the worst type of building used for human beings, including jails and almshouses."

Is it not then the duty of the country teacher to have a knowledge of rural sanitary conditions and to know how to improve them; to teach the danger of disease-bearing bacteria that are liable to inhabit dirt and filth; to teach health habits while pupils are in the habit-forming age?

The following are some health habits to instill:

1. Brush teeth after eating.
2. Wash hands before eating and before coming into the schoolroom to study.
3. Keep desk clean.
4. Do not put pencil nor pen handle into the mouth.
5. Do not use the common drinking cup.
6. Do not use a common towel, or a piece of soap used by another.
7. Keep fingers from eyes, and mouth. Never cough into air of the schoolroom, but hold the handkerchief over the mouth when coughing.
8. Keep the finger nails clean.
9. Take a daily bath. (A simple bathing equipment should be planned by the manual training class and installed in each home.)
10. If symptoms of communicable disease develop, do not

go to school until your family physician gives you permission. This precaution will save the lives of many children.

11. Avoid the double desk at school.

**Medical Inspection of Schools.**—With the widely growing interest in the relation between health and efficiency there has been developed in many school systems a work known as Medical Inspection. This work consists of regular physical examinations for the purpose of detecting communicable diseases and of discovering defects, diseases, and physical abnormalities among school children in time to save life and efficiency. Country children are as much entitled to this safeguard as are city children. It is the great teacher who interests his patrons in securing the aid of a good dentist, physician, or nurse to introduce this valuable work into his county. Here is opportunity for county co-operation, and good argument for the county system of school administration. The proverbial “ounce of prevention” in saving health is here clearly shown to be infinitely better than the “pound of cure” in the form of expensive asylums and reformatories.

#### V. Create an Interest in the School Library and Reading Table.

“To be a citizen in the smallest village of the United States, which maintains a free school and a public library, is to stand in the path of the splendid procession of opportunity.”—Selected.

“There is a world in which children may enter and find noble companionship. It is the world of books.”

A school can do nothing better for a child than to give him the reading habit, the value of which can scarcely be overestimated, and yet there are hundreds of schools in which children spend their most impressionable years without becoming acquainted with the world of good books. This defect is largely due to neglect and carelessness of teachers. Busy parents who fail to realize that the school is a part of the larger home of today usually leave this matter to the school officers who, in turn, are equally busy and negligent.

The reading habit can not be formed by the mere study of text-books. A library with its magazines, papers, and at-

tractive volumes of biography, travel, history, poetry, and story must be in the schoolroom or in the home before reading will become a pleasure; but when the child does acquire a thirst for reading, he possesses the key to the learning of the world. Truly, the greatest thing any child accomplishes in school is learning to read well; and the greatest thing any teacher can do is to enable the child to acquire this art.

How can the library be acquired? In the first place, you, the teacher, must feel the need of a library, and inspire your pupils with the desire to read. You can begin by bringing to school some of your most attractive juvenile books and several sets of penny, or five-cent classics. These books may then be loaned to pupils who have finished their assigned tasks, or who need wider reading to inform themselves on their assignments.

A public lecture on "The Value of School and Community Libraries" will help to awaken public sentiment in this direction. This lecture could then be followed by a school entertainment for the benefit of a library. Private contributions are sometimes collected by the children. As soon as a few dollars are made, invest them immediately in a set of suitable books to which you can add from time to time. It is not wise to ask children or parents to contribute books. The State Department of Education has a standard list from which to choose. Get it, and make your selections. Part of the library money should be expended for suitable magazines and papers. See Appendix. Some publishers of agricultural papers are willing to contribute a yearly subscription for the school reading table. Ask them.

Do not wait for an expensive book case in which to keep your books. You and your older pupils can easily make a good book case. See Recipes in Appendix for an inexpensive wood-work finish. Nail book-box to the wall in a suitable corner of the room near the reading table.

Keep a record book for charging loans. Unless you have a system for knowing what books are out and where they are, your library will soon be depleted. For small libraries the following form is convenient and has proven satisfactory:

| Name of book                 | When taken | By whom    | Returned | Remarks |
|------------------------------|------------|------------|----------|---------|
| The King of the Golden River | Oct. 12    | Mary Eliot | Oct. 17  |         |

Use a five-cent composition book for this purpose. Mark neatly the whole page into oblongs like the above, with the topics in the top row, and keep this book inside the library. The librarian, one of the new officers elected at the literary society, will keep the key to the library and be ready to give out books to pupils on certain hours or days of each week.

As soon as the library has grown so as to contain books in which the home-folks are interested, have one library hour arranged for their convenience. This may be continued during vacation.

The Loan Librarian of the Department of Extension will give information on the collection and care of school libraries, including directions for a valuable system of charging to be used in larger libraries.

Write this rhyme on a card, and tack the card on the wall near the book case:

#### The Library Goops.

"The Goops they wet their fingers,  
 To turn the leaves of books;  
 And then they turn the corners down,  
 And think that no one looks;  
 They print the marks of dirty hands,  
 Of lollipops and gum  
 On picture-book, and fairy book  
 As often as they come.  
 Are you a "Goop?"

Be sure to acquaint yourself and your community with the Texas County Library Law and its benefits. Tell your patrons about it.

**VI. Encourage Boys' and Girls' Farm Clubs.**—The work in the home and on the farm has always been fundamental to the prosperity of the nation. Today, in our great national crisis, this is especially true. Never before in the history of this country has there been such a demand for skilled workers. Among them is the prime need of good farmers and trained housekeepers. The schools must do their part. If your county has a farm demonstrator and a canning agent, secure through the co-operation of your trustees, at the earliest date, the co-operation of these county officers in promoting farm organizations already begun among your pupils; or help organize and keep thoroughly alive these valuable organizations. Information on this subject can be obtained from Texas A. and M. College, Department of Extension, and from the State Department of Education. The former dispenses the Smith-Lever money; the latter, the Smith-Hughes funds. Write for particulars. Secure lectures from these sources, and get all their free bulletins for your reading table. The State Department of Agriculture will also furnish valuable free farm and home literature and help you organize a farmers' club.

**VII. Do Some Work in Manual Training.**—The local carpenter or the teacher can build a suitable work-bench which may be installed in the schoolroom; or if it is provided with suitable cover to protect it from the weather, it may be built on the coolest side of the house, or under a shade tree. The simplest tools, only, need be used; such as 1 jack-plane, 1 try-square, 1 folding rule, 1 back saw, 1 rip saw, 1 hammer, a set of chisels, and a brace with a set of bits. Some pupils will furnish their own tools.

It is surprising to find the number of useful things that can be made of store boxes and scraps of wood about the home. More expensive material need not be used until children have learned the use and care of the common tools.

Directions for this work can be given before or after school. Pupils can take turns in working at the bench. Some will have opportunity to work on Saturday, or after school. One of the first problems is making a board "true and square."



This will lead to such projects as bench hook, chiseling board, boxes of various kinds, picture frames, book racks, cupboards, and other problems that include simple butt joints. The larger projects will then follow; such as making gate, porch swing, screen, trap nests, steps, table, troughs, clothes racks, fly traps, and general repair work on the farm. See Appendix for helpful books and bulletins.

**VIII. Teach Home Economics.**—The training of girls for their life-work—that of housekeeping and home-making—is today recognized as the most important study in preparation for good citizenship. The home is the child's first school, and its life from beginning to end is influenced by the training it receives from its first teacher, its mother. In the last analysis, the health of the world, the work of the world, and the happiness of the world, depend upon the homes of the world. The modern school is, therefore, giving to this most important subject a prominent place in its course of study. Even the one-teacher, and two-teacher country schools can find a period once a week and sometimes oftener, for lessons in housekeeping based on foods, clothing, and shelter, from the standpoint of health, economy, and of what can be done within a certain income.

The inexpensive equipment as listed in University of Texas Bulletin No. 49 may be acquired by private donations, by a "shower," or by a pay sociable. This bulletin also gives a course of lessons for the rural teacher and directions for teaching them. Get it, and use it in school exercises and at mothers' meetings.

"Lo! I go with great joy for that work for which I was born into the world."—Marcus Aurelius.



## APPENDIX

**How to Make a Book Cover.**—Take a rectangular piece of heavy paper about four inches longer and four inches wider than the back of the book to be covered. Crease a fold of a fraction less than two inches wide (to make allowance for the thickness of the back) on each long edge of the rectangle. These folds must be on the same side of the cover. Make a fold of the same width at the left end and crease it over the other folds. Now insert the left back of the book into the pocket made by the end fold only; close the book, lay it on the table with the covered side down, and fold the other end of cover over the right end of the book. Crease as on left edge. Bend back the right back of book and insert it into the right pocket. This cover can easily be replaced when needed.

The above directions will make an interesting lesson in manual training.

### Recipe for Paste:

- 1 scant tablespoon of powdered alum.
- 4 heaping tablespoons of flour.
- 4 teaspoons of sugar.

Mix these dry ingredients to a smooth paste with cold water. Stir into this paste 1 pint of boiling water. Boil the mixture for 20 minutes—until it has a clear, starchy look (Be careful not to burn). On removing from stove, add 20 drops of oil of cloves and stir well before pouring into wide mouth bottles for use.

**A Good Sweeping Compound.**—To one bushel of clean sawdust add a pint of crude carbolic acid, or the same amount of floor oil. Mix thoroughly several days before using.

**An Inexpensive Mission Stain for Wood.**—Take twelve parts of turpentine to one of lamp-black. Mix well. Apply with a soft brush or piece of cloth. Rub dry with piece of dry, soft cloth until the lamp-black ceases to come off. Then apply a good floor wax, and polish according to directions.

**How to Make a Hectograph Pad, and Ink.**—The hectograph is a gelatin pad used for duplicating letters, drawings, outlines, questions, etc. This pad is made from the recipe below. The mixture, while hot, is poured into a pan about an inch deep, and somewhat wider and longer than the sides of the paper to be used in copying. "The letter or sketch to be duplicated is written or traced on a sheet of heavy paper with aniline ink. When dry, this is laid, ink side down, on the pad and subjected to moderate and uniform pres-

sure for a few minutes. It may then be removed, when a copy of the original will be found on the pad which has absorbed a large quantity of the ink. The blank sheets are laid one by one on the pad, subjected to moderate pressure over the whole surface with a wooden or rubber roller, or with the hand, and lifted off by taking hold of the corners and stripping them gently with an even movement. If this is done too quickly the composition may be torn. Each succeeding copy thus made will be a little fainter than its predecessor. From 40 to 60 legible copies may be made. When the operation is finished, the surface of the pad should be gone over gently with a wet sponge and the remaining ink soaked out. The superfluous moisture is then carefully wiped off, when the pad will be ready for another operation."

Materials for making pad:

|                       |       |        |
|-----------------------|-------|--------|
| Glycerine .....       | 12    | ounces |
| Gelatine (glue) ..... | 2     | ounces |
| Water .....           | 7 1/2 | ounces |
| Sugar .....           | 2     | ounces |

Melt the ingredients together. The proper consistency can be ascertained by pouring a small portion into a shallow pan where it should be allowed to cool and "set." If not sufficiently tough, evaporate some of the water and temper the mixture with more glue. Use clean glue, or strain the mixture. Remove air bubbles by skimming the surface of the pad with a piece of card-board. When cold cover with a tight lid so as to keep out the dust.

More copies are made from purple ink than from any other color. The following is a recipe for purple hectograph ink:

|                    |    |       |
|--------------------|----|-------|
| Ethyl violet ..... | 2  | parts |
| Alcohol .....      | 2  | parts |
| Sugar .....        | 1  | part  |
| Glycerine .....    | 4  | parts |
| Water .....        | 24 | parts |

Dissolve the violet in the alcohol mixed with the glycerine; dissolve the sugar in the water; mix both solutions. Hectograph ink can be bought at book stores. For further information, see Henry's "Twentieth Century Book of Recipes, Formulas, and Processes."

## A LIST OF BOOKS FROM WHICH TO SUPPLEMENT THE TEACHER'S OR PATRON'S LIBRARY

### Agriculture

- Agricultural Arithmetic.* Stratton and Remick. Mac.\* 50 cents.  
*Chemistry of Farm Practice.* Keit. Jn. Wiley. \$1.25.  
*Bacteria and Their Relation to Country Life.* Lipman. Mac. \$1.50.  
*Field Crops for the Cotton Belt.* Morgan. Mac. 1.75.  
*First Principles of Soil Fertility.* Vivian. Mac. \$1.00.  
*Farm Management.* Warren. Mac. \$1.75.  
*Fungus Diseases of Plants.* Duggar. Ginn. \$2.00.  
*Farming and Farm Life.* Ellis and Kyle. Scrib. \$1.25.  
(Especially helpful to the young teacher.)  
*Injurious Insects. How to Recognize and Control Them.* O'Kane. Mac.  
\$2.00.  
*Milk and Its Products.* Wing. Mac. \$1.50.  
*Principles and Practice of Poultry Culture.* Robinson. Ginn. \$2.50.  
*Soils and Soil Fertility.* Whitson and Walker. A. C. McC. \$1.25.  
*Sub-Tropical Vegetable Gardening.* Rolfs. Mac. \$1.50.  
*The Corn Lady.* Field. A. Fl. 60 cents.  
*Butterflies and Bees.* Morley. Ginn. 75 cents.

### Community Civics

- Community Civics.* Field and Nearing. Mac. 60 cents.  
(Presents the principles of good citizenship in terms of the child's life.)

### Child Welfare

- Child Nature.* Elizabeth Harrison. C. K. C. \$1.00.  
(Free Study Outlines on this book, to be used in Mothers' Clubs.  
Department of Extension, University of Texas.)  
*Growth and Evolution.* Tyler. H. M. \$1.50.  
(Free Study Outlines on this book. Department of Extension, Univer-  
sity of Texas.)  
*The Child, His Thinking, Feeling, and Doing.* Tanner. R. McN. \$1.25.

### Country Church

- Church of the Open Country.* Wilson. M. E. M. 50 cents.

### Education

- Everyday Problems in Teaching.* M. V. O'Shea. B. M. \$1.25.  
*Motivation of School Work.* H. B. and G. M. Wilson. H. M. \$1.25.  
*The Challenge to the Country.* Fisk. A. P. 75 cents.  
*Classroom Management.* Bagley. Mac. \$1.25.  
*Rural Life and Rural School.* Kennedy. Amer. 80¢ cents.  
*Schoolroom Essentials.* Sutton and Horn. C. A. B. \$1.25.  
*Special Method in the Recitation.* McMurray. Mac. 90 cents.

---

\*For key to abbreviations, and addresses of publishers see page 60.

*Special Method in Reading in the Grades.* McMurray. Mac. \$1.25.  
*Special Method in History.* McMurray. Mac. 75 cents.  
*Special Method in Geography.* McMurray. Mac. 70 cents.  
*Special Method in Elementary Science for the Common School.* McMurray. Mac. 75 cents.

*The Brown Mouse.* Quick. B. M. \$1.25.

(An account of the life and work of a country teacher.)

*New Ideals in Rural Schools.* Betts. H. M. 60 cents.

*Teaching the Common School Branches.* Charters. R. P. \$1.75

*How to Teach the Fundamental Subjects.* Kendall and Myrick. H. M. \$1.25.

*Jean Mitchell's School.* Wray. A. C. McC. \$1.00.

Reports of the U. S. Commissioner of Education for 1917. B. Ed. 65 cents.

### Games and Plays

*Community Center Activities.* Perry. R. S. F. 25 cents.

(Suggestions for social gatherings together with titles and addresses of the best publications on plays, games, and entertainments. Should be in every school library.)

*Children's Singing Games, Old and New.* Hofer. A. Fl. 50 cents.

*Games for the Playground, Home, and School.* Bancroft. Mac. \$1.50.

*Neighborhood Entertainments.* Stern. S. W. \$1.00.

*Popular Folk Games and Dances.* Hofer. A. Fl. \$1.00.

*Folk Dances and Singing Games.* Burchenal. G. S. \$1.50.

*What to Do at Recess.* Johnson. Ginn. 25 cents.

*Play and Recreation for the Open Country.* Curtis. Ginn. \$1.00.

*Outdoor Athletic Tests for Boys.* Brown. A. P. 20 cents.

(Every teacher should possess a copy of this pamphlet.)

### Health

*Medical Inspection of Schools.* Gullick and Ayres. R. S. F. \$1.50.

*How to Live.* Fisk. L. Ex. In. \$1.00.

*Sanitation and Physiology.* Ritchie. W. B. \$1.20.

*School Hygiene.* Dresslar. Mac. \$1.25.

*Rural Hygiene.* Ogden. Mac. \$1.50.

*Teaching of Hygiene and Sanitation in Schools.* W. B. Free.

### Home Economics

*Household Management.* Kinnie and Cooley. Mac. \$1.10.

*Science of Home Making.* Pirie. Sc. F. 90 cents.

\**The Home and the Family.* Kinnie and Cooley. Mac. 65 cents.

\**Food and Health.* Kinnie and Cooley. Mac. 65 cents.

\**Clothing and Health.* Kinnie and Cooley. Mac. 65 cents.

*Boston Cooking School Cookbook.* Farmer. A. C. McC. \$1.80.

### Manual Training

*Farm Shop Work.* Brace and Mayne. Amer. \$1.00.

*Bench Work in Wood.* Goss. Ginn. 85 cents.

*Problems in Farm Woodwork.* M. A. P. \$1.00.

---

\*Adapted to elementary work in rural schools.

*Industrial Training of the Boy, and Industrial Training of the Girl.* McKeever. Mac. 50 cents.  
*Classroom Practice in Design.* Haney. M. A. P. 50 cents.  
*When Mother Lets Us Make Toys and When Mother Lets Us Model.* Rich. M. Y. 75 cents.  
*What and How.* Palen and Anderson. M. B. \$2.00.  
*Occupations for Little Fingers.* Sage and Cooley. Scrib. \$1.00.  
*Industrial Art Text Books.* Snow and Froehlich. Prang Co. Chicago.

### Music

*Songs We Like to Sing.* Alexander. S. B. 35 cents.  
*Brewer's Assembly Song Book.* O. B. P. 15 cents.  
*Brewer's High School Song Book.* O. B. P. 15 cents.  
*Lilts and Lyrics for the School Room.* Riley and Gaynor. C. F. S. \$1.00.

### Nature Study

*Nature Study and Life.* Hodge. Ginn. \$1.50.  
*Handbook of Nature Study for Teachers.* C. P. \$3.35.  
*Nature Study on the Farm.* Keffer. Amer. 40 cents.  
*Nature Readers.* W. B.

### Story-Telling

*How to Tell Stories to Children.* Bryant. Mac. \$1.00.  
*Best Stories to Tell Children.* Bryant. Mac. \$1.50.  
*Some Great Stories and How to Tell Them.* Wyche. New. \$1.00.  
*World Stories Retold.* Sly. G. W. J. \$1.00.

### Thrift

*Teaching a Girl to Save, and Teaching a Boy to Save.* McKeever. M. A. C. 6 cents each.  
*Food Economy in War Times.* Hopkins. G. P. P. 15 cents.  
*Food. What to Buy. How to Cook It. How to Eat It.* L. Ex. Inst. 10 cents.  
*The Teaching of Thrift.* Bonner and Sharkey. O. S. Supt.

Note: Any of the above books can be obtained at the Southern School Book Depository, Dallas, Texas.

"Look up and not down, look forward and not back, look out and not in; lend a hand."—Hale.

## A LIST OF FREE AND INEXPENSIVE MATERIAL FROM WHICH THE TEACHER MAY MAKE SELECTIONS FOR HIS LIBRARY

"It is quite possible," says Superintendent J. D. Eggleston, to begin Nowhere with Nothing and get Somewhere with Something." This is especially true of a library. The teacher of small resources need not suffer for want of helpful literature. He can collect a valuable reference library of free bulletins, pamphlets, clippings, and pictures. There is also much helpful printed information that can be obtained for a few cents a copy. The following is a list of such material and the sources from which it may be obtained.

### Agriculture

*Nature Study and Agriculture for the Rural Schools of Texas. A Selected List of Free Publications on Agriculture and Allied Subjects for the School and Home.* Free. University of Texas, Department of Extension.

Free Farmers' Bulletins: *How Rural Elementary Schools May Use Bulletins* No. 431, *The Peanut*; No. 729, *Corn Culture*; No. 693, *Burr Clover*; No. 743, *Dairying*; No. 642, *Tomato Growing*; No. 537, *How to Raise an Acre of Corn*; No. 586, *Collecting and Mounting Plants*; *Correlating Agriculture with Public School Subjects in the Southern States*. 10 cents, Superintendent of U. S. Documents.\* Send for list of free Farmers' Bulletins.

Price lists on: Animal Industry, Insects, Birds and Wild Animals, Plants, Roads, Soils and Fertilizers, Farmers' Bulletins; Health, Foods, Disease and Sanitation, Alaska, Panama, Maps, Canal Zone, Indians, Transportation, Agricultural Education, Rural Engineering, Rural Economics. Free. Superintendent of U. S. Documents.

Bulletins, pamphlets, and circulars on farm boys' and girls' clubs, and general farm topics, such as poultry, farm management, dairying, tick eradication, cattle-feeding, and gardening, programs for farm women's clubs. State A. and M. College. (Put school on mailing list and receive Semi-Monthly Farm News. Free.)

Free bulletins on the organization of farmers' institutes, home economics clubs, school and home projects, collections of insects and plants, and on practically every subject pertaining to agriculture. State Department of Agriculture, Austin.

*Junior Farmers' Institutes.* Free information. Office U. S. Exp. Stations.

*Farm Boy Cavaliers*, and *Home Cavaliers*. D. D. Mayne, University Farm, St. Paul, Minn.

*Prizes for Better Farming in Texas.* Free information. Texas Industrial Congress, Dallas.

*Information on Roads and Road Building.* Bureau of Economic Geology and Technology, University of Texas. Secretary of State Highway Commission, Austin.

*Clearing House for Rural Information*, The International Harvester Co. of America, Harvester Bldg., Chicago. Helps for teachers, farm women,

---

\*Address all requests for Farmers' Bulletins, and other U. S. publications to Washington, D. C.



and farmers—loan slides, bulletins, charts, and material for making charts. Literature for farm boys' and girls' clubs, especially attractive and valuable.

### Birds and Bird Clubs\*

*Instructions Concerning Bird Clubs.* The National Association of Audubon Societies, 1974 Broadway, N. Y. (Pictures and descriptions of birds, 2 cents each.)

### Entertainments, Games, and Plays

*Programs for Schoolhouse Meetings.* Free. Information on University Interscholastic League. University of Texas, Dept. of Extension.

*Hallowe'en Suggestions.* The Bogle Book. Dennison Mfg. Co., Framington, Mass.

*Play and Athletics.* Free to members of the Interscholastic League. University Department of Extension.

*Social Plays, Games, Marches, Old Folk Dances.* 10 cents. 120.8; p. 69. Supt. U. S. Documents.

*Group Athletics for Boys.* 2 cents. *Group Athletics for Girls.* 2 cents. Russell Sage Foundation, N. Y.

*Recreation in Rural Communities.* U. S. Bureau of Education. Free.

*Play Apparatus.* Laurensen's Stair Works, San Antonio, Tex. Get prices on Horizontal Bar, Giant Stride, and other playground apparatus.

### Health and Child Welfare

*The U. S. Public Health Service.* Expert free advice on matters pertaining to sanitation and health; nature, treatment, and prevention of disease; bulletins on these common preventable diseases: whooping cough, measles, scarlet fever, smallpox, typhoid fever, hook-worm disease, malaria, pellagra, and tuberculosis.

*The Children's Bureau of the U. S. Department of Labor.* Free bulletins on child welfare. Should be found in every home. Get list of free literature.

*Exercise and Rest.* Gulick. 5 cents. Russell Sage Foundation, N. Y.

*Some Common Disinfectants, Their Composition and Use.* 5 cents. AL. 0345. *Harmful Headache Mixtures.* 5 cents. AL. 9:377. Supt. U. S. Documents.

*Danger of House Flies.* Farmers' Bulletin No. 679; *How to Make Fly Traps*, International Harvester Co., Harvester Bldg., Chicago. Farmers' Bulletin, No. 734.

*Health, Education, and Recreation.* Russell-Sage Foundation, N. Y. Get price list of bulletins.

Bulletins on Health, including *Mental Hygiene*. *Effects of Hook-worm Disease on the Mental and Physical Development of Children*; and *Hook-worm Disease, Its Ravages, Prevention and Cure*. Get price list of publications. The Rockefeller Foundation, N. Y.

*Free Bulletins and Texas Health Statistics.* State Board of Health, Austin.

*Pure Food and Drug Law.* The State Dairy and Pure Food Assn. of Texas. Also get the Annual Reports. Austin, Tex.

*Health and Sanitation*, University of Texas Bulletin. Free.

### Home Economics

*A Simple Course in Home Economics for Rural Schools, with Suggestions for the School Noon Lunch.* Bulletin No. 49. Get list of Free Bulletins. University of Texas, Dept. of Ex.

*Fifteen Charts. Composition of Food Materials, etc.* \$1.00. Supt. of U. S. Documents.

*Three Short Courses in Home Making.* Bulletin No. 23. Free. U. S. Bureau of Education.

*Canning, Poultry, Dairying, and Gardening.* A. and M. College, College Station, Tex. State Dept. of Agriculture, Austin. U. S. Bureau of Agriculture. Free.

*Price List II, Foods and Cooking, Canning, and Cold Storage.* Supt. U. S. Documents.

*The Children's Food.* Mary Swartz Rose. 5 cents. National Special Aid Society, 259 Fifth Ave., N. Y.

*Food Thrift Series.* Free. U. S. Dept. of Agriculture.

*Food Conservation Leaflets.* Dept. of Extension, University of Texas. U. S. Food Administration.

*Some Things that Girls Should Learn to Do.* 5 cents. I. 20.8; G. 44. Supt. U. S. Documents.

*Selections of Household Equipment,* U. S. Dept. of Agriculture Yearbook. U. S. Dept. of Agriculture.

### Insects

*Collection and Mounting,* Bulletin No. 606, U. S. Dept. of Agriculture. State Dept. of Agriculture, Austin.

### Libraries

*Extension Loan Library and List of Free Bulletins.* Dept. of Extension of the University of Texas, Austin. School improvement, home welfare, child welfare, and school house meetings, group study courses; correspondence courses for credit, and for raising teachers' certificates; packages of books on almost any subject of interest to home and school, loaned two weeks for postage only.

*List of Standard Books for School Library.* Texas County Library Law. State Dept. of Education, Austin.

*One Thousand Good Books for Children.* 10 cents. U. S. Bureau of Education.

*Home Reading Courses and National Teachers' Reading Circle.* U. S. Bureau of Education.

*A Teacher's Professional Library.* Classified list of 100 titles. 5 cents. Supt. U. S. Documents.

*State Loan Library.* Texas State Library, Austin.

*Effect a County Library Would Have on the Country Schools.* Lillian Gunter, in Texas School Journal for January, 1917.

### Music

*One Hundred and One Best Songs.* 10 cents. Get club rates. Cable Piano Co., Cable Bldg., Chicago.

*Book of Favorite Songs.* 15 cents. Hall and McCreary, Chicago.

*School and Community Song Book.* University of Texas.

*Community Chorus Selection.* 20 cents. Oliver Ditson Co., Boston.

*Standard Popular Songs; Familiar Song Classics; Standard Familiar Songs; Standard Folk Songs; Christmas Carols; Familiar Operatic Classics; Fifty Standard Hymns.* Ginn & Co., Dallas. 10 cents each.

*The Victrola in the Rural Schools.* Free. The Victor Talking Machine Co., Camden, N. J.

*Information on Correspondence and Group Study in Music, and School and Community Singing.* Dr. Frank LeFevre Reed, University of Texas.

### Moral and Religious Training

*Young Men's Christian Assn. and Young Women's Christian Assn.* Interested in extension work. Ask secretary of nearest Association to cooperate with you in athletics, and Bible study.

*Sample Courses of Study in Graded Sunday School Lessons.* State Teachers' College, Greeley, Colo.

*Free Bulletins on Country Church Work.* Country Life Church Dept. of the Union Seminary, Broadway, N. Y.

### Parent-Teachers' Association

*Free Sample Programs,* bulletins, and a package library on the organization and work of mothers' meetings. U. of T. Extension Loan Library, Austin.

*Personal Service Bureau,* Mothers' Magazine, Elgin, Ill. Get price list of loan papers, methods of organizing clubs, programs, and other publications for mothers' meetings.

*The Evolution of the Mother's Pension, Its Scope, and Object.* National Congress of Mothers, 210 Loan and Trust Bldg., Washington, D. C.

### Manual Training

*Farm and Home Mechanics That Every Boy Should Know.* 15 cents. 120.8:M46. *Laboratory Exercises in Farm Mechanics.* 5 cents. AL 9:638. *Bird Houses and How to Build Them.* 5 cents. Farmers' Bulletin No. 609. *Repair of Farm Equipment.* 5 cents. Farmers' Bulletin No. 347. Supt. U. S. Documents.

*Course of Study for Indian Schools.* U. S. Office of Indian Affairs.

*Manual Training in Concrete.* Free. Assn. of American Portland Cement Manufacturers, Phila., Pa.

*Rope and Its Uses.* Burger. Agricultural Extension Dept., Iowa State College of Agriculture and Mechanic Arts, Ames, Iowa. Samples of rope and fibers, Plymouth Cordage Co., Plymouth, Mass. Free.

### Pictures and Maps

The Perry Picture Co., Box 1000, Malden, Mass.

Geo. P. Brown & Co., 38 Lovett St., Beverly, Mass.

Elson Picture Co., Boston, Mass. Get catalogues.

*Soil Survey Reports and Maps of County or State.* Write to your Congressman for these. Free.

*Price list of maps* published by U. S. Govt. Free. Supt. U. S. Documents.

*Maps, pictures, routes, time tables.* Free. City railroad ticket offices.

### Patriotism

*Our Flag and Its Message*, J. A. Moss. 25 cents. J. B. Lippincott Co., Phila., Pa.

New national air to "America," and other patriotic literature suitable for use in public schools. U. S. Bureau of Education.

*Lessons in Community and National Life*. U. S. Food Commission.

*The Lesson of the Great War in the Classroom*. U. S. Bureau of Education.

### Red Cross Service

Information on town and country nursing service, and organization of local Red Cross Chapter. Booklet on *First Aid*, 50 cents; *Elementary Hygiene and Home Nursing*, 50 cents; *Dietetics*, 60 cents. The American Red Cross Society, Washington, D. C. (Substitute some Red Cross work for regular sewing lessons.)

### School Improvement

The national headquarters for educational information is the U. S. Bureau of Education. Get list of free publications on the rural school and its work, bulletins on subjects of special interest to your work. Have your name placed on mailing list.

*School Laws, School Programs and Courses of Study, Schoolhouses, State Aid, List of Books for Libraries, Vocational Education*, and general information on conditions and progress of schools of Texas. Free. State Dept. of Education, Austin. (Each teacher and trustee should have his name on mailing list.)

*The Teaching of Community Civics*. U. S. Bureau of Education. Free. *County System of Public Schools*. Ask State Superintendents of Alabama and Tennessee for their laws on the county system of school administration.

*A Modern School*, Abraham Flexner. Free. General Education Board, 61 Broadway, N. Y.

*Consolidation of Rural Schools and Transportation of Pupils at Public Expense*. Price 25 cents. U. S. Bureau of Education.

*County Unit for the Administration of Schools*. Free. Bulletin 1914, No. 44. U. S. Bureau of Education.

*The Farragut School*. Sketch of a country-life school. Free. U. S. Bureau of Education.

#### SUPPLEMENTARY READING ADDRESSES:

Texas Pub. Co., Dallas. 5 cents a copy.

Parker's Penny Classics, C. M. Parker, Taylorsville, Ill.

D. H. Knowlton & Co., Farmington, Me. 3 and 5 cents a copy.

F. A. Owen Publishing Co., Dansville, N. Y. 5 cents a copy.

Educational Publishing Co., 2457 Prairie Ave., Chicago. 5 cents a copy, when five or more copies are bought. (These booklets have strong manila backs.)

Orville Brewer Publishing Co., The Auditorium, Chicago. 6 cents or more a copy.

The Youth's Companion, Boston, Mass. 3 cents a copy.

*School Grounds, School Buildings and Their Equipment*. Free. State Dept. of Education.

*American Schoolhouses, Plans and Illustrations*. 75 cents. 116.3:910-5. Supt. U. S. Documents.

*Folk High Schools of Denmark*. Foght. 5 cents. U. S. Govt. Ptg. Office.

*How a Superintendent May Aid His Teachers in Self Improvement.* Free. University of Texas.

*School Credit for Home Practice in Agriculture.* Bulletin 385. Free. U. S. Dept. of Agriculture.

*Minimum Health Requirements for Rural Schools.* Free. U. S. Bureau of Education. Bulletin 1915, No. 50, Bureau of Education.

*The Sanitary Privy.* Free. Bulletin No. 65. State Dept. of Education.  
*Rural School Sanitation,* Public Health Bulletin No. 77. U. S. Govt. Ptg. House.

*The Country School of Tomorrow.* Frederick T. Gates. General Education Board, 61 Broadway, N. Y. Free.

*Teacher's Cottage.* U. S. Bureau of Education. Free.

*School Closing Exercises.* Stoltzfus. Department of Extension, University of Texas. Free.

*School Flags.* The Chicago Flag and Decorating Co., Chicago, Ill.

*Thrift.* "The Teaching of Thrift." Bonner and Shawkey. Address State Superintendent M. P. Shawkey, Charlestown, W. Va.

*School Savings Banks.* Bulletin No. 1717. University of Texas, Department of Extension.

*Sanitary Water Supply.* See *School Buildings, School Grounds, and School Equipment.* Free. State Department of Education, Austin, Texas.

*Visual Instruction Through Lantern Slides and Motion Pictures.* University of Texas Bulletin. Free.

### War Information

*The Great War, The Nations at Arms, The Government of Germany, The National Service Handbook.* Address: Committee on Public Information, Washington, D. C.; U. S. Food Commission. Washington, D. C.

### A LIST OF MAGAZINES FROM WHICH TO SELECT PUBLICATIONS FOR THE SCHOOLHOUSE READING TABLE

The successful teacher like the successful physician must keep up with his profession. One way to do this at home is by reading good educational journals, and other current literature bearing on his work. Publications\* selected from this list will be helpful to patrons and pupils as well as to teachers.

### Agriculture

*Farm and Ranch,* Dallas, Texas. Weekly. Two years, \$1.00.

*The Progressive Farmer,* Dallas, Texas. Weekly. \$1.00.

*The Southland Farmer,* Houston, Texas. Semi-monthly. 50 cents.

*The Farmer's Wife,* Webb Building, 55-79 E. Tenth St., St. Paul, Minn.

Semi-monthly. 35 cents.

*The Breeders Gazette,* Sanders Pub. Co., S. Dearborn St., Chicago, Ill. Weekly. \$1.00.

---

\*The proceeds from a box supper will furnish money for necessary subscriptions.



### Boys and Girls Magazines

- Boys' Life.* Boy Scouts of America, 200 Fifth Ave., N. Y. Monthly. \$1.00.  
*Wohelo*, the Campfire Girls Magazine, 461 Fourth Avenue, New York. Monthly. \$1.00.  
*Youth's Companion.* Boston, Mass. Weekly. \$2.00.  
*Boy Patriot.* Boy Patriot, Cedar Rapids, Ia. (Anti-cigarette organ). Monthly. 25 cents.  
*Rural Manhood*, International Committee of Young Men's Christian Association, 124 East Twenty-eighth St., N. Y. Monthly. \$1.00.  
*The Young Women's Christian Association Monthly.* Publication Department, 600 Lexington Ave., N. Y. \$1.00.

### Child Welfare

- Texas Motherhood*, Dallas, Texas. Monthly. 75 cents.  
*Child Welfare Magazine*, Child-Welfare Co., 41 N. Queen Street, Lancaster, Pa. Monthly. \$1.00.  
*The Mothers Magazine*, David C. Cook Pub. Co. (Headquarters for parent-teacher programs), Elgin, Ill. Monthly. \$1.50.

### Entertainment

- The Drama League.* Marquette Building, Chicago, Ill. Monthly, except June, July, and August. \$1.00.

### General Information and Current Events

- The World's Chronicle.* A weekly paper of current events. The Little Chronicle Co., 542 S. Dearborn St., Chicago, Ill. \$1.50.  
*The Independent*, 119 West Fortieth Street, New York City, N. Y. The Independent Lesson Plans and Outlines for Debate on current topics. \$3.00.  
*The Literary Digest.* Lessons on current events. Funk and Wagnalls, New York City, N. Y. Weekly. \$3.00.  
*Lessons in Community and National Life.* 5c. single copy; 100 copies, \$2.00. U. S. Food Administration, Washington, D. C. Designed for use in public schools. Most valuable for training American citizens today.

### Geography

- National Geographic Magazine.* The National Geographic Society, 16th and M Streets, Washington, D. C. Monthly. \$2.50.

### Home Economics

- The National Food Magazine.* The Pierce Publishing Company, Inc., Cooperstown, N. Y. Monthly. \$1.00.  
*United States Food Administration Leaflets.* U. S. Food Administration Department, Washington, D. C.

### Manual Training and Drawing

- School Arts Book.* The School Arts Pub. Co., 120 Boylston St., Boston, Mass. Monthly, except July and August. \$2.00.  
*Manual Training Magazine.* Manual Arts Press, Peoria, Ill. Monthly. \$1.25.



**Nature Study**

*Bird Lore.* D. Appleton and Company, N. Y. \$1.00.

*Hampton Leaflets.* Hampton Normal and Agricultural Institute, Hampton, Va.

*Cornell Leaflets.* Cornell University, Ithaca, N. Y.

**Play**

*The Playground.* 'Playground and Recreation Association of America, 1 Madison Ave., New York. Monthly. \$2.00.

**Story-telling**

*The Story Teller's Magazine.* Story Tellers Co., 80th Street and 5th Avenue, New York. Monthly, except August. \$1.50.

(Bound volume of "Story-Teller's," \$2.00.)

**Teacher's Magazines**

*Texas School Journal.* Dallas, Texas. Monthly. \$1.25.

*School Board Journal.* Milwaukee, Wis. Monthly. \$1.50.

*Normal Instructor and Primary Plans,* F. A. Owen Publishing Co., Dansville, N. Y. Monthly. \$1.25.

*Journal of Education,* 6 Beacon Street, Boston. Weekly. \$2.50.

(A teacher's newspaper, edited by Dr. W. E. Winship.)

*Primary Education.* Educational Publishing Co., Boston, Mass. \$1.00.

**Thrift**

*Thrift Tidings.* Mrs. Sarah Oberholtzer, Phila., Penn. Monthly. 15 cents.

When the magazines have been read they should be filed, and added to the school library. Elementary book binding can be done in the manual training class. Address Manual Arts Press, Peoria, Ill., for books on teaching it.

"The glory of man's work is the chiefest glory of his life."—Selected.

"I will love to do my work."

## A LIST OF SELECTED AND TRIED ENTERTAINMENTS

### For Primary Grades

1. *Christmas Bell Drill*.\* Twelve boys, twelve girls. 15 cents.
2. *Christmas at Golden Gulch*. Six boys, six girls. 15 cents.
3. *Mother Goose's Party*. Twenty-eight boys, sixteen or more girls. 25 cents.
4. *Three Drills and a Faree*. By three teachers who have used them. 30 cents.
5. *The Christmas Stocking Drill*. Four, or eight little girls. 50 cents.
6. *Mistress Mary's Garden*. Flower exercise for thirteen little girls, two little boys. Flower costumes of tissue paper. 15 cents.
7. *The Honest Shoemaker*. Characters: Elves, creditors, shoemaker and his wife. 15 cents.
8. *Childrens' Classics in Dramatic Form*. Readers. H. M.

### For Intermediate Grades

1. *American Authors and Their Birthdays*. Programs and selections. 15 cents. H. M.
2. *A Case of Suspension*. Comedietta in one act. Six girls, four boys. 15 cents.
3. *Bess Goes to Europe*. 35 cents.
4. *Dramatization of Longfellow's Hiawatha*. For school and home. 15 cents. H. M.
5. *Flora, or the May Queen*. Cantata. Easy. 30 cents. O. D.
6. *Ideal Drills*. 30 cents. P. P.
7. *Sweet Girl Graduate*. Seven girls, four boys. 35 cents.

### For High Schools

1. *A College Town*. 25 cents.\*
2. *A Box of Monkeys*. Two boys, three girls. 15 cents.
3. *Alvin Gray or the Sailor's Return*. Rural operetta adapted to amateurs. Bright music. Given five times to good audiences by one school. 75 cents. W. S.
4. *Every Senior*. Morality play in one act. Eight girls. 25 cents.
5. *My Uncle from India*. Thirteen boys, four girls. 25 cents.
6. *Men, Maids, and Matchmakers*. 25 cents.
7. *Not a Man in the House*. Five girls.
8. *Professor Pep*. 25 cents.
9. *Rebecca's Triumph*. Sixteen girls. 25 cents.
10. *Surprises*. Three girls, two boys. 25 cents.
11. *The Man from Brandon*. Three boys, four girls. 15 cents.
12. *The Elopement of Ellen*. Four boys, three girls. 25 cents.
13. *The Christ Child in Art, Story, and Song*. Beautiful Christmas entertainment. Stories, music, and lantern slides illustrations. C. F. G. Music 35 cents. Story and program, 35 cents.

---

\*Note: If abbreviation of publisher's name is omitted, address The Eldridge Entertainment House, Franklin, Ohio. See pages 59, 60 for key to abbreviations. Get catalogs for further description of plays.

14. *The Great Umbrella Case*. Mock trial for fifteen or more boys. 25 cents.
15. *The Ladies of Cranford*. Twelve girls, one little boy. 25 cents.
16. *The Minister's Wife*. Story of college girl's prank. 15 cents. Six girls.
17. *The Piper's Pay*. 25 cents. Seven girls. S. F.
18. *The Teeth of the Gift Horse*. Four girls, two boys. 25 cents. S. F.
19. *The School Ma'am*. Five girls, six boys. 15 cents.
20. *The Pennant*. Operetta. Chorus of football players and college girls. \$1.00.
21. *Ye Village School of Long Ago*. 25 cents.
22. *When a Man's Single*. 25 cents.

#### Other Sources of Information on Entertainments

1. See *Appendix*.
2. *A Guide and Index to Plays, Festivals and Masks*. 25 cents. H. B.
3. *Story Plays for Little Players*. E. P. C.
4. *Plays for Amateur Acting and Plays for Children*. 25 cents. D. L. of A.
5. *Festivals and Plays by Percival Chubb and Associates*. \$2.00. H. B.
6. *Addresses for Dramas and Entertainments*:
  1. Houghton, Mifflin Co., N. Y.
  2. Oliver Ditson Co., Boston.
  3. Penn Publishing Co., Phila., Pa.
  4. White-Smith Music Co., Chicago, Ill.
  5. Clayton F. Sumey Co., Chicago, Ill.
  6. Samuel French Publishing Co., N. Y.
  7. Harper Brothers, N. Y.
  8. Educational Pub. Co., Boston, Mass.
  9. Drama League of America, Chicago, Ill.
  10. Dick and Fitzgerald, 18th and Ann Sts., N. Y.
  11. David Cook Pub. Co., Elgin, Ill.
  12. Edgar S. Werner & Co., 43 E. 19th St., N. Y.
  13. T. S. Denison & Co., 154 W. Randolph St., Chicago.
  14. Walter H. Baker & Co., 5 Hamilton Place, Boston.
  15. Eldridge Entertainment House, Franklin, Ohio.

#### A List of Victrola Records for Folk Games and Dances

1. *Ace of Diamonds*. No. 17083.
2. *Bleking*. No. 17085.
3. *Carrousel*. No. 17086.
4. *Crested Hen, Tantoli*. No. 17159.
5. *Country Dance—Pop Goes the Weasel, Norwegian Mountain March*. No. 17160.
6. *I See You. Dance of Greeting*. No. 17158.
7. *Looby Loo; Oats, Peas, Beans and Barley Grow*. No. 17567.
8. *May Pole Dance. Don Juan Minuet*. No. 17087.
9. *Tenth Regiment March*. No. 18017.
10. *Soldier Boy. Did You Ever See a Lassie. How Dy'e Do, My Partner. The Muffin Man*. No. 17568.
11. *Shoemaker's Dance. Klappdans*. No. 17084.

The above records are double-faced, and can be secured at any music store for 75 cents each. Directions for playing games and

dances, see Elizabeth Burchenal's "Folk Dances." \$1.50. G. Schrimmer & Co., Chicago. Mari Hofer's "Singing Games." 50 cents. A. Flanagan, Chicago.

### To Make Bulletins Usable

Bulletins and clippings will be of little value unless they are classified and filed. A convenient method of arrangement is to group the bulletins according to contents. Write a number on each bulletin. Write alphabetically the general titles of these groups on consecutive pages in a blank-book. Under each group heading write the specific title and number of each bulletin on that subject. Make a shelf in a convenient part of the room and place upon it the groups of bulletins arranged alphabetically with backs toward the front. Hang the book containing the list near the shelf for convenient reference. The required bulletin with topic whose initial is C, for instance, can easily be judged and found.

A better method is to make or buy cardboard box files. Paste a label on the back of the box, and arrange the files in alphabetic order on library shelves. Size 3 by 10 by 7 inches is preferable.

Box files can be obtained from Messrs. Eggers and O'Flyng Company, 15th and Leavenworth Streets, Omaha, Nebraska; H. Schultz Co., Superior and Roberts Streets, Chicago, Ill.

### Key to Abbreviations and Addresses of Publishers

- A. C. McC.—A. C. McClurg Co., Chicago, Ill.
- A. Fl.—A. Flanagan Co., Chicago, Ill.
- Amer.—American Book Co., Chicago, Ill.
- A. P.—Association Press, N. Y.
- B. M.—Bobbs Merrill Co., Indianapolis Ind.
- B. Ed.—Bureau of Education, Washington, D. C.
- C. F. S.—Clayton F. Summy, Chicago, Ill.
- C. A. B.—C. A. Bryant Co., Dallas, Texas.
- C. K. S.—Chicago Kindergarden College, Chicago, Ill.
- C. P.—Comstock Publishing Co., Ithaca, N. Y.
- D. L. of A.—Drama League of America, Chicago, Ill.
- E. P. C.—Educational Pub. Co., Boston, Mass.
- Ginn.—Ginn & Co., Boston, Mass.
- G. S.—George Schirmer Music Co., Chicago, Ill.
- G. P. P.—G. P. Putnam's Sons, N. Y.
- G. W. J.—George W. Jacobs, Publishers, Philadelphia, Pa.
- H. B.—Harper Brothers, New York.
- H. M.—Houghton, Mifflin & Co., Boston, Mass.
- L. Ex. In.—Life Extension Institute, N. Y.
- M. A. C.—Manhattan Agricultural College, Manhattan, Kansas.
- Mac.—Macmillan Co., N. Y.
- M. A. P.—Manual Arts Press, Peoria, Ill.
- M. B.—Milton, Bradley Co., Kansas City, Mo.
- M. E. M.—Missionary Educational Movement, N. Y.
- M. Y.—Moffat, Yard Co., N. Y.

New.—Newson Co., N. Y.  
O. D.—Oliver Ditson Co., Boston, Mass.  
O. B. P.—Orville Brewer Publishing Co., Chicago, Ill.  
O. S. S.—Office State Supt., Charleston, W. Va.  
P. P.—Penn Publishing Co., Philadelphia, Pa.  
R. McN.—Rand, McNally Co., N. Y.  
R. P.—Row, Peterson & Co., N. Y.  
R. S. F.—Russell Sage Foundation, N. Y.  
S. B.—Silver, Burdette, and Co., Chicago, Ill.  
Sc. F.—Scott, Foresman & Co., Chicago.  
Scrib.—Chas. Scribner & Sons.  
S. F.—Samuel French Publishing Co., N. Y.  
S. W.—Sturgis, Walton & Co., N. Y.  
W. S.—White Smith Music Co., Chicago, Ill.  
W. B.—World-Book Co., Dallas, Texas.  
Wiley.—Jno. Wiley & Sons, New York.

"The heart of the prudent getteth knowledge."—Bible.

"The greatest of all acquisitions is common sense."

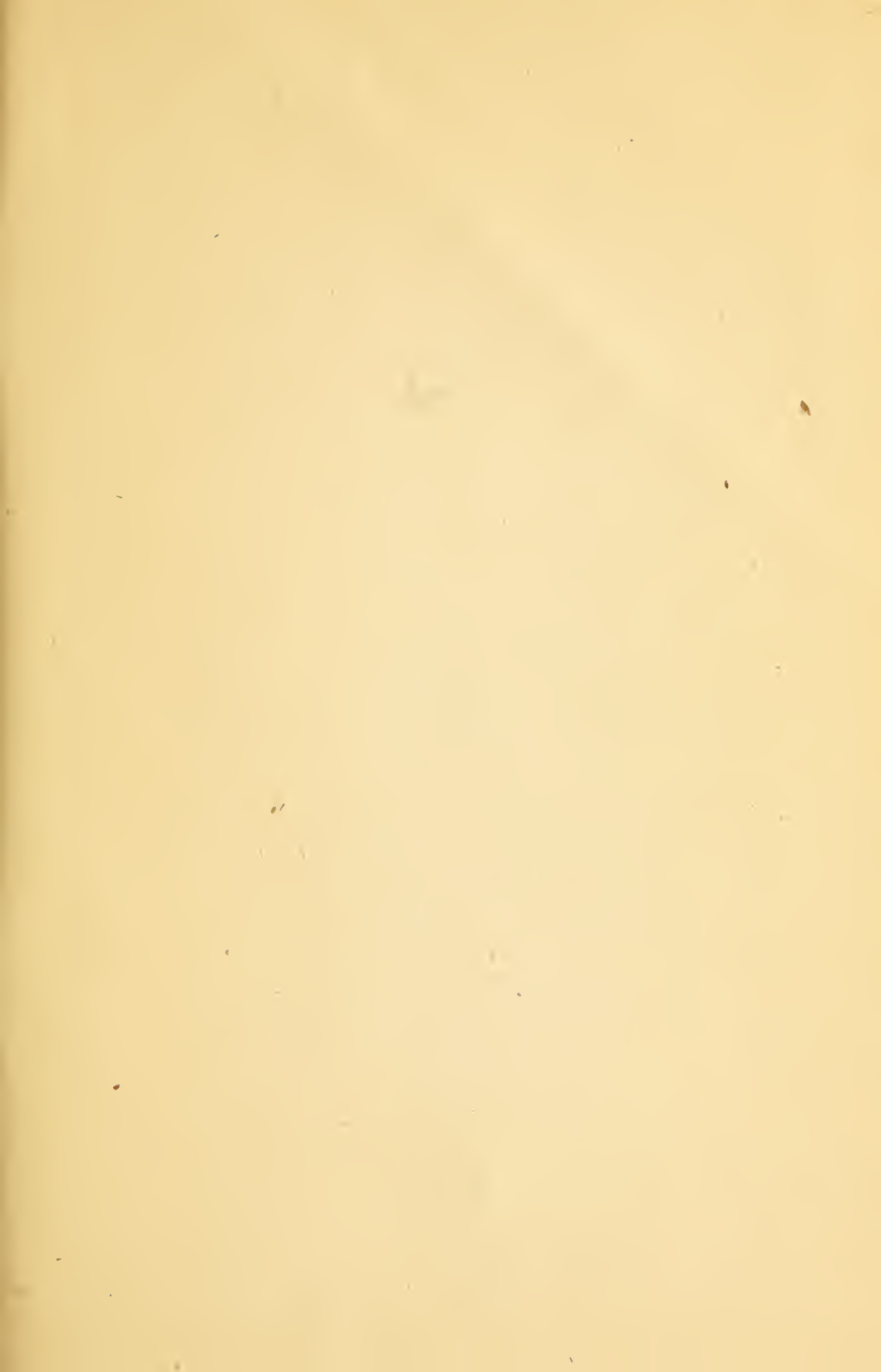
"Do a little good every day at some cost to yourself."

"What we do and the way we do it are the determining factors of our lives."











TEACHERS! CAN YOU THINK? THEN THINK OF  
THESE FACTS.

1. The supply of cheap teachers is greater than the demand.
2. The demand for high-priced teachers is far greater than the supply.
3. The army has taken so many good teachers that there has never been a time in the history of Texas when additional education would pay so large a cash dividend.
4. The University of Texas, during the summer of 1918, will run a full three-month quarter divided into two equal terms. The Summer School will begin about the middle of June.
5. The University Summer Normal will be held during the first term of the Summer School.
6. A single registration fee of five dollars (\$5.00) will entitle you to attend either or both terms of the Summer School, or the Normal.
7. Courses both elementary and advanced will be given during each summer term by the members of the regular University faculty.

For information address E. J. Matthews, Registrar, Austin, Teas.

LIBRARY OF CONGRESS



0 021 731 604 2